

**Study  
Report  
2002-02**

## **Workshop on Language Student Attrition**

**Bree E. Whelan (Ed.)**  
TRW Systems



**United States Army Research Institute  
for the Behavioral and Social Sciences**

**December 2001**

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**U.S. Army Research Institute  
for the Behavioral and Social Sciences**

**A Directorate of the U.S. Total Army Personnel Command**

**EDGAR M. JOHNSON  
Director**

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Research accomplished under contract  
for the Department of the Army

TRW, Inc.

Technical Review by

Guy L. Siebold, U.S. Army Research Institute  
John A. Lett Jr., Defense Language Institute Foreign Language Center

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13. SUPPLEMENTARY NOTES The workshop described in this report was part of the wider study on Defense Language Institute Attrition. The Delivery Order Contracting Officer's Representative was Dr. Guy L. Siebold.					
14. ABSTRACT (Maximum 200 words): Seventy individuals from Government agencies (military and civilian), academia, and contractor organizations attended all or parts of a <i>Workshop on Student Attrition</i> held at the Defense Language Institute Foreign Language Center (DLIFLC) in Monterey, CA 22-24 August 2001. The goals of the workshop were to: <ul style="list-style-type: none"> <li>◆ Assess the level of DLIFLC linguist attrition.</li> <li>◆ Analyze the causes and patterns of attrition.</li> <li>◆ Recommend ways to improve the rate of attrition.</li> </ul> This report is the proceedings of the workshop. It provides documentation of papers and briefings presented to workshop participants, along with recommendations for reducing attrition that were generated by the participants.					
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**Study Report 2002-02**

## **Workshop on Language Student Attrition**

**Bree E. Whelan (Ed.)**  
TRW Systems

**Advanced Training Methods Research Unit**  
**Franklin L. Moses, Chief**

**U.S. Army Research Institute for the Behavioral and Social Sciences**  
**5001 Eisenhower Avenue, Alexandria, Virginia 22333-5600**

**December 2001**

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**Army Project Number**  
**2O465803D730**

**Personnel and Training**  
**Analysis Activities**

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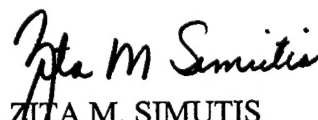
## FOREWORD

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The U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) is the Army's lead laboratory conducting research, development, and analysis on training, leader development, and soldier issues. ARI's focus is on the human element in the Army. Within its mission, ARI conducts studies and analyses to address short-term issues and respond to emerging hot topics as requested by various Army leaders or organizations.

A study on Defense Language Institute Attrition was conducted in response to a request from the U.S. Army Training and Doctrine Command (TRADOC), Assistant Deputy Chief of Staff for Training and covered by a joint Memorandum for Record between the TRADOC Director of Individual Training and the Chief, Advanced Training Methods Research Unit (ATMRU), ARI. ATMRU scientists carried out the study along with the Research and Analysis Division, Directorate of Evaluation and Standardization, Defense Language Institute Foreign Language Center (DLIFLC). The key issues in the study were whether Army language student attrition at DLIFLC mirrors the level for comparable Army MOSs and linguists from the other Services, whether it results from similar causes, and whether there are specific factors that might be controlled or corrected. In conjunction with the study, ARI and DLIFLC, with contract support from TRW, organized a workshop on student attrition to receive the findings from the study, take an updated look at student attrition, understand when and how attrition occurs, and make recommendations as to what can or should be done about language student attrition.

The current report represents the proceedings of the workshop, which was held at DLIFLC on August 22-24 2001 at the Presidio of Monterey, CA. The report documents the papers and briefings provided to the participants and includes the recommendations for reducing attrition generated by those participating in the workshop. Participants in the workshop included representative and relevant stakeholders in linguist training such as the Provost, Command Group, Military Service Commanders, Military Language Instructors, school Deans and Assistant Deans, various staff members at DLIFLC, academic researchers, liaisons, and some students who recently graduated. Susan Schoeppler was in attendance as the TRADOC study representative and point of contact. ARI is writing a separate companion report for publication describing the full study on Defense Language Institute Attrition.

  
ZITA M. SIMUTIS  
Technical Director

## WORKSHOP ON LANGUAGE STUDENT ATTRITION

### EXECUTIVE SUMMARY

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#### Requirement:

The key issues in the study on Defense Language Institute Attrition were whether Army language student attrition mirrored the levels for comparable Army MOSs and linguists from the other Services, whether it resulted from similar causes, and whether there were specific factors that might be controlled or corrected. Integral to the study was the requirement that the information and analyses from the study be made available to relevant stakeholders concerned with language student attrition as soon as possible and that there should be a forum to take advantage of the findings so that actions could be considered to address student attrition.

#### Procedure:

The U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) and the Defense Language Institute Foreign Language Center (DLIFLC), with contract support from TRW, organized a workshop on student attrition to receive the findings from the study, take an updated look at student attrition, understand when and how attrition occurs, and make recommendations as to what can or should be done about language student attrition. Participants in the workshop included representative and relevant stakeholders in linguist training. After listening to presentations, participants in the workshop broke down into small panels that each focused on one of five major issue areas: a) policy and administration, b) military (non-academic)-student interaction, c) academic (department and instructor)-student interaction, especially teaching, d) student learning and peer interaction, and e) technology and media. These panels generated and discussed ideas that they turned into recommendations within their issue areas about what to do to reduce attrition and improve the student success rate. All panels presented their output to the workshop as a whole. Recommendations were integrated from across the panels. They were examined from such perspectives as whether they were expected to have high or low impact at high or low cost and whether they affected students prior to the start of language training, early in their training, or later in their training. The main product planned from the workshop was a recommended list of policy initiatives, actions, interventions, and in-house programs to increase the rate of language student success, as well as the beginnings of a plan to implement and assess the recommendations.

#### Findings:

Each panel produced several valuable recommendations. Across the panels, there were a number of recommendations whose implementation was outside the immediate control of DLIFLC. These included trying to determine how best to assign languages to students, preferably with some student choice or input, re-looking at the minimum language aptitude scores needed by language and possibly improving on aptitude assessment, increasing the number of military language instructors and optimizing their utilization, and improving student access to quality support services such as medical treatment.

There were a number of recommendations mostly within DLIFLC control. They were divided into categories of no cost, low cost, and high cost. No cost recommendations included allowing more flexibility in the scheduling of instruction, increasing the sharing of information between the military units and schools about, for example, students and key activities such as dates for tests or military events, and working to develop a common vocabulary. Low cost recommendations included a sharpened focus on faculty training, improving language testing—to incorporate electronic formats where feasible, increasing the degree of immersion in the training, disseminating more information about DLIFLC for recruiters and potential recruits via an expanded web site and additional servers, and a greater preparation of students prior to language training. High cost recommendations included requiring more frequent certification of teachers, developing a stronger learning center environment, hiring academic advisors for each school, and substantially upgrading the technology available in all aspects of instruction and administration, possibly even issuing computers to all students.

#### Utilization of Findings:

This report containing the proceedings of the workshop, with recommendations to reduce attrition, forms a foundation to build on in future actions. DLIFLC is establishing various task forces to further refine the recommendations and develop action plans to implement and evaluate them. TRADOC will use the workshop output as a vehicle for discussion in reviewing initiatives and requests for new funding as well as assessing progress.

# WORKSHOP ON LANGUAGE STUDENT ATTRITION

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## *Workshop on Attrition*

### **OVERVIEW AND STATEMENT OF PURPOSE**

The issue of the rate of language student attrition has been one of long-standing at the Defense Language Institute Foreign Language Center. The purpose of this workshop is to take an updated look at student attrition, try to understand when and how it occurs, and make recommendations as to what can and should be done about it. At the workshop, there will be presentations by the U.S. Army Research Institute based on the data collected under the Study on DLI Attrition, by the DLI Evaluation and Standards Division based on data collected through standard student questionnaires administered in mid-course and at the end of the course, by military units leaders based on their perspectives and situations. These presentations will form a foundation of updated knowledge about attrition and the current state of affairs in military units and classroom, especially as seen through the eyes of the students.

After listening to these presentations, participants in this multi-day workshop will break down into small groups or panels focused on five major issue areas: a) general policy, b) military (non-academic)-student, c) academic-teaching, d) student-learning, and e) technology and media. It will be the task of these panels to generate and discuss ideas that they then turn into recommendations within their issue areas about what to do to reduce attrition and improve the student success rate. All panels will present their output to the workshop as a whole. Recommendations will then be integrated from across the panels. They will be examined from such perspectives as whether they are expected to have high or low impact at high or low cost and whether they affect students prior to the start of language training, early in their training, or later in their training. Resulting from the workshop should be an integrated and prioritized recommended list of policy initiatives, actions, interventions, and in-house programs to increase the rate of language student success, as well as the beginnings of a plan to implement and assess the workshop recommendations.

# ATTRITION STUDY WORKSHOP AGENDA

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## WEDNESDAY, 22 AUGUST 2001, WECKERLING CENTER (GOLD ROOM)

- 1300-1315    Welcome  
              *Dr. John Lett, Director, Research and Analysis Division*  
              *Dr. Martha Herzog, Dean, Evaluation and Standardization*  
              *Dr. Ray Clifford, Provost*  
              *Ms. Susan Schoeppler, Training Plans and Policy Analyst, Schools Division,*  
              *Individual Training Directorate, DCST, TRADOC*
- 1315-1400    Introduction to study: How do you spell "attrition"?  
              *Dr. Lett*  
              *Mr. John Dege, Director, Institutional Research*
- 1400-1430    Interactive work: Why do students fail? What do we think the study will show?  
              Small- and whole-group brainstorming.  
              *Dr. Neil Granoien, Director, Combat Developments*
- 1430-1440    Break
- 1440-1610    ARI presentation, Session 1 of 2  
              *Dr. Guy Siebold, Advanced Training Methods Research Unit, US Army Research*  
              *Institute*
- 1610-1630    Q&A, preparations for next day  
              *Dr. Granoien, Dr. Siebold*

---

## THURSDAY, 23 AUGUST 2001, MUNAKATA HALL AUDITORIUM

- 0830-1000    Life in the Units  
              *LTC Jayvee Viaene, USA, Commander, 229<sup>th</sup> Military Intelligence Battalion*  
              *CWO3 James Morris, USN, Training Officer, Naval Technical Training Center*  
              *Detachment*  
              *TSgt Scott Poris, USAF, Chief Academic Training Adviser, 311<sup>th</sup> Training Squadron*  
              *Maj Thomas Sparks, USMC, Commander, Marine Corps Detachment*
- 1000-1015    Break
- 1015-1045    Trends in ISQ/ESQ data  
              *Mr. Richard Seldow, Director, Evaluation Division*
- 1045-1100    ARI presentation, Session 2 of 2  
              *Dr. Siebold*
- 1100-1130    Panel leaders meet with Drs. Siebold and Granoien; other participants are released for an  
              extended lunch break.
- 1130-1230    Lunch break for all

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**RECONVENE IN WECKERLING CENTER (GOLD ROOM)**

- 1230-1300    Form and Task the Panels  
                  *Drs. Siebold and Granoien*
- 1300-1415    Group Work by Panels
- 1415-1445    Whole Group Sensing Session—general questions, issue clarification, etc.  
                  *Drs. Siebold and Granoien.*
- 1445-1500    Break
- 1500-1615    Panels reach consensus, consolidate ideas, prepare briefing charts and slides  
                  *Drs. Siebold and Granoien*

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**FRIDAY, 24 AUGUST 2001, WECKERLING CENTER (GOLD ROOM)**

- 0830-1000    Panel reports  
                  A: DLIFLC Policy & Administration Issues  
                  B: Military (non-Academic)—Service Member Interaction Issues  
                  C: Academic—Teaching Issues  
                  D: Student Learning and Peer Interaction Issues  
                  E: Technology and Media Issues
- 1000-1015    Break
- 1015-1115    Integration of recommendations, leading to development of an action plan  
                  *Dr. Clifford*
- 1115-1130    Closing remarks
-



## **List of Attendees**

### **WORKSHOP FACILITATORS**

Dr. Guy Siebold, ARI  
Mr. Mike Benton, American University  
Ms. Bree Whelan, TRW

### **COMMAND GROUP**

Dr. Ray Clifford, Provost  
CSM Eugene B. Patton III, USA

### **COMBAT DEVELOPMENTS**

Dr. Neil Granoien, Director

### **CTS Representative**

Mr. Sam Lipsky

### **DEANS**

CFD: Ms. Grazyna Dudney  
ES: Dr. Martha Herzog  
SAA: Mr. Peter Armbrust  
SCE: Dr. Tom Parry  
SEA: Ms. Deanna Tovar  
SEB: Dr. Mahmood Taba-Tabai  
SMB: Ms. Luba Grant

### **ASSOCIATE DEANS**

SAA: MAJ David Tatman, USA  
SAB: MAJ Michael Creed, USA  
SAC: Maj Brent Helmick  
SEA: MAJ Michael Vassalotti, USA  
SEB: Lt Col Cori Mazik, USAF  
SMA: MAJ Jeffrey Seely, USA  
SMB: Maj Mark Johnson, USAF  
SWL: MAJ Shawn Cardella, USA

## ACADEMIC SPECIALISTS

SEB: Ms. Elena Litvinenko  
SMA: Dr. Pat Boylan  
SWL: Mr. Enrique Berrios

## CHIEF MILITARY LANGUAGE INSTRUCTORS

SAA: MSgt Cory Christianson, USAF  
SAA: SFC Scott Trinkle, USA  
SAB: SFC Thomas Clanton, USA  
SAB: MSgt Joseph Lewerk, USAF  
SEA: SFC Clinton Josey, USA  
SEB: SFC Michelle Bachini, USA  
SMB: SFC Michael Dillon, USA  
SWL: MSgt Jose Sanchez, USAF

## ESE

Mr. Richard Seldow  
Ms. Svetlana Fradis  
Ms. Elizabeth Gabriel

## ESM

Maj Joseph Sidor, USAF

## FACULTY DEVELOPMENT

Mr. Thomas Bacon  
Dr. Ali Cicekdag  
Ms. Pat Dege, Chief  
Ms. Monica LaVelle  
Ms. Christa Rutsche

## INSTITUTIONAL RESEARCH

Mr. John Dege, Director

## MLI PROGRAM MANAGERS

CTICS Shannon Hickman, USN

## PROVOST'S OFFICE

Lt Col Stephen Butler, Assoc. Provost/Dean of Students

## RESEARCH DIVISION

Dr. Gordon L. Jackson  
Dr. J. Ward Keesling  
Ms. Marzenna Krol  
Dr. John Lett, Director  
Mr. John Thain

## SERVICE REPRESENTATIVES

### 229<sup>th</sup> MI BN

CPT Daniel Jones, USA, Commander, B Co. (Briefer)  
CPT Joseph Margolies, USA, Adjutant

### 311<sup>th</sup> TRS

Lt Col Patrick Smith, USAF, Commander  
CMSgt Edward Cahoon, USAF, Operations Superintendent  
MSgt Billie Hayden, USAF, Chief, Military Training Flight  
TSgt Scott Poris, USAF, Chief, Academic Training Flight (Briefer)  
TSgt Steven Williams, USAF, Senior Military Training Leader

MCD: Maj Thomas Sparks, USMC, Commander

### NTTCD

LCDR Rochefort, USN, OIC  
CWO3 James Morris, USN, Training Officer (Briefer)  
CTIC Donald Decker, USN, LCPO/MLI, SEA  
CTIC Philip Lopez, USN, LCPO, SMA; MLI, SEA  
CTI1 Ginny Rillo, USN, Quota Manager  
CTIC Dean Wray, USN, Quota Manager

## STUDENT REPRESENTATIVES (Graduates of Basic Course)

PFC Lucas Barlow, USA, Thai  
SPC David Gobart, USA, Russian  
PFC Matthew Martin, USA, Spanish  
SPC Mark Powell, USA, Russian

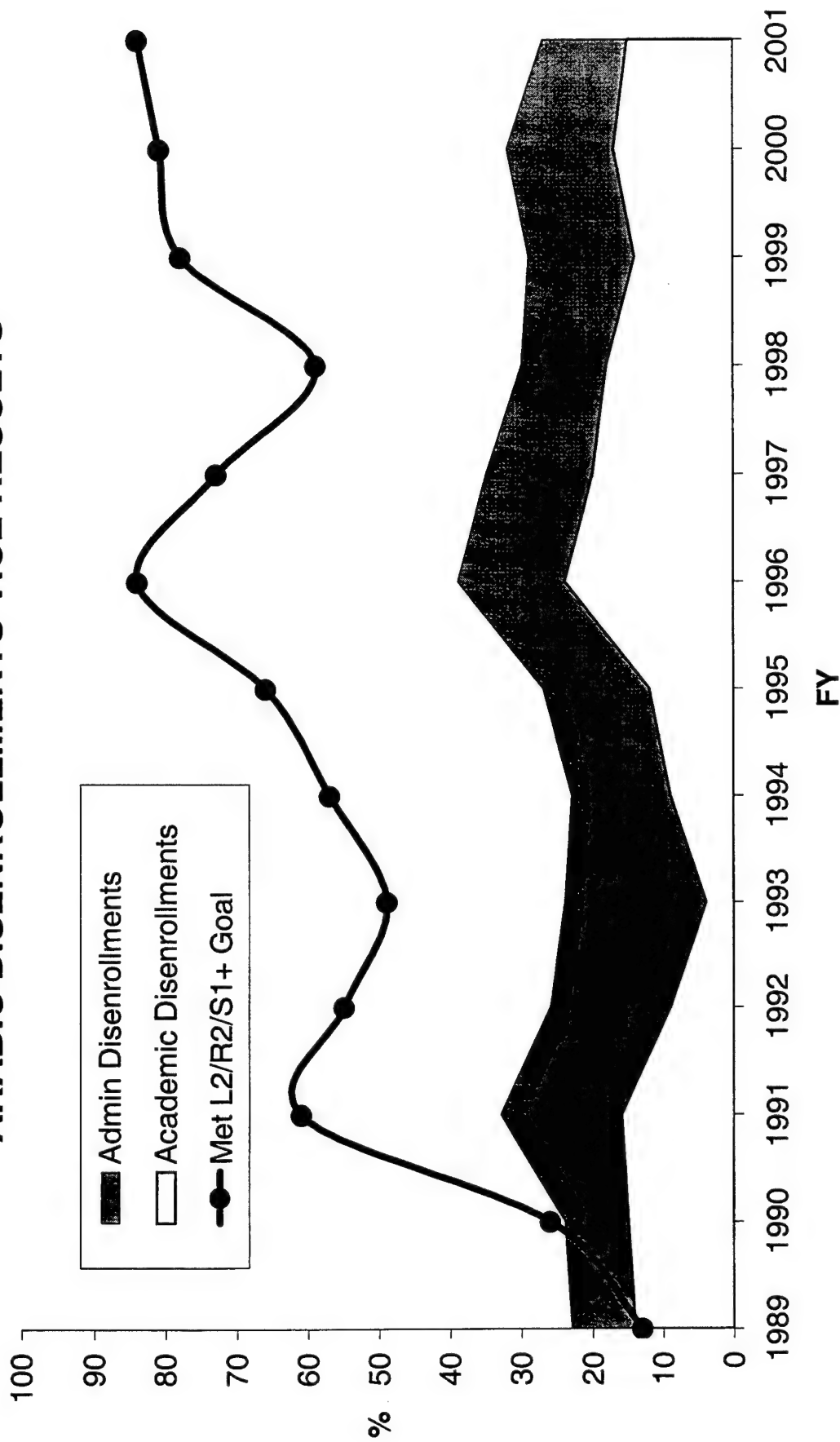
## TRADOC

Ms. Susan Schoeppler, Training Plans and Policy Analyst, Schools Division, Individual Training Directorate, DCST

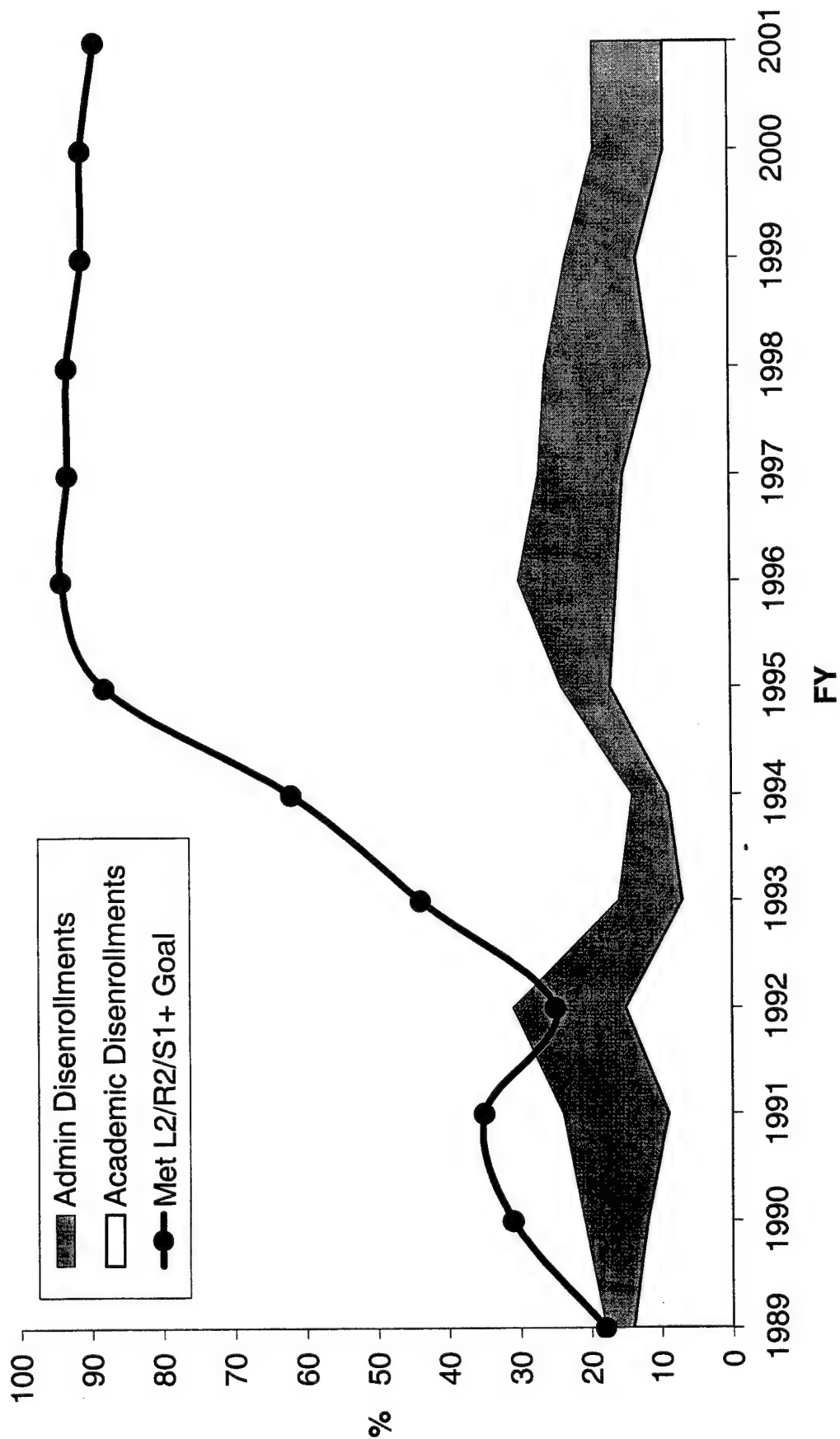
### **Past Attrition Statistics**

Dr. John Lett, Director, Research and Analysis Division, DLIFLC, and Mr. John  
Dege, Director, Institutional Research, DLIFLC

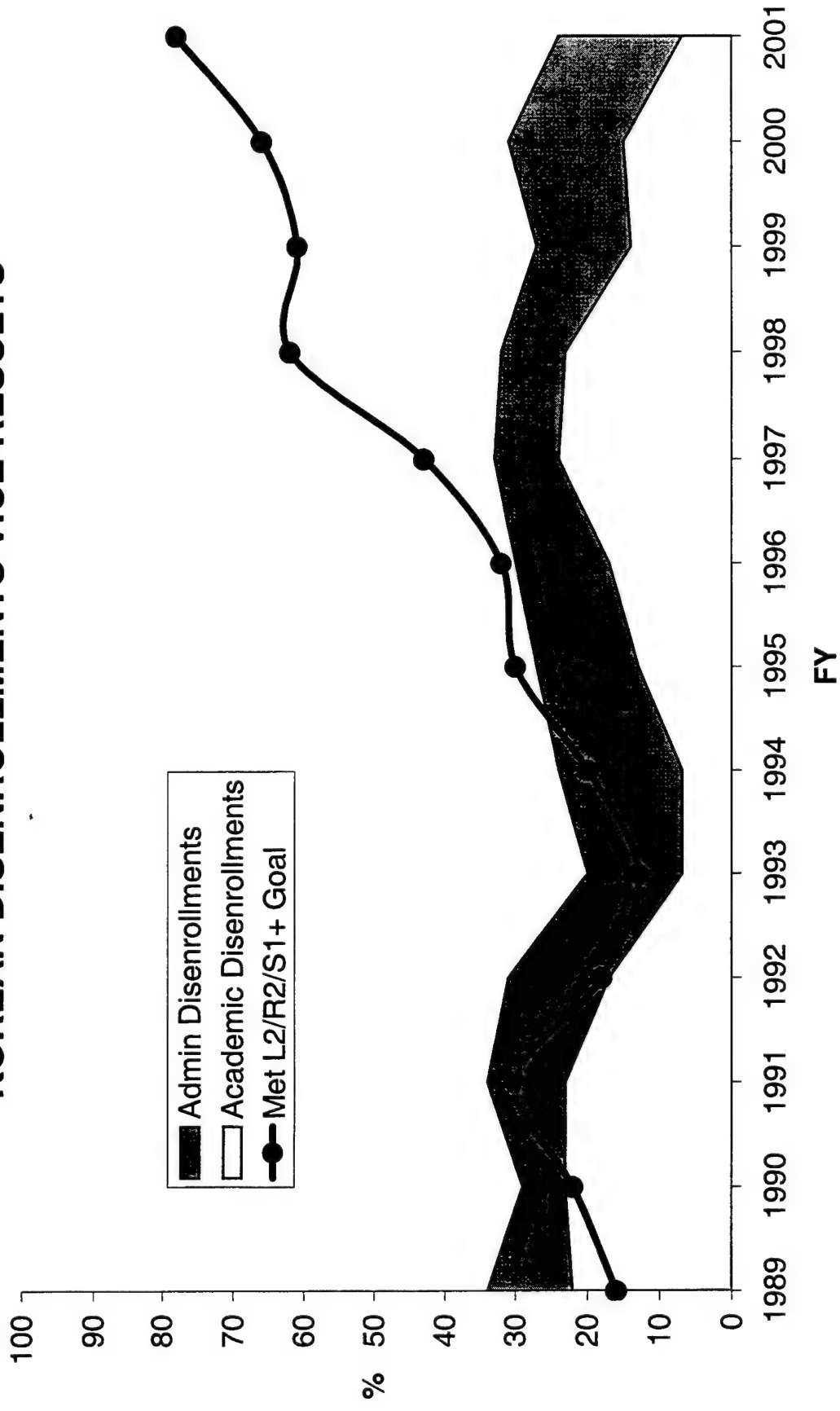
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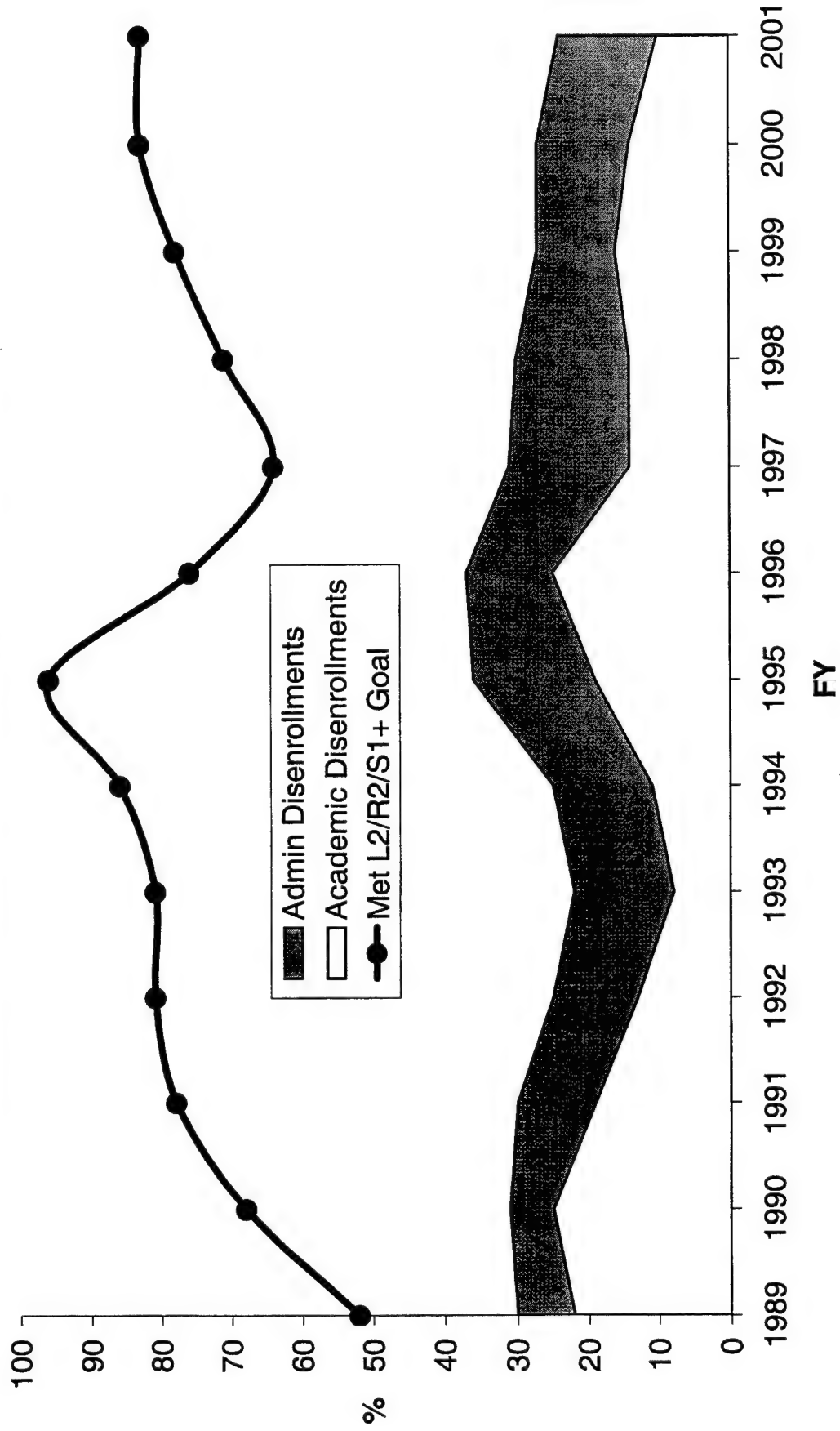
# CHINESE DISENROLLMENTS VICE RESULTS



# KOREAN DISENROLLMENTS VICE RESULTS

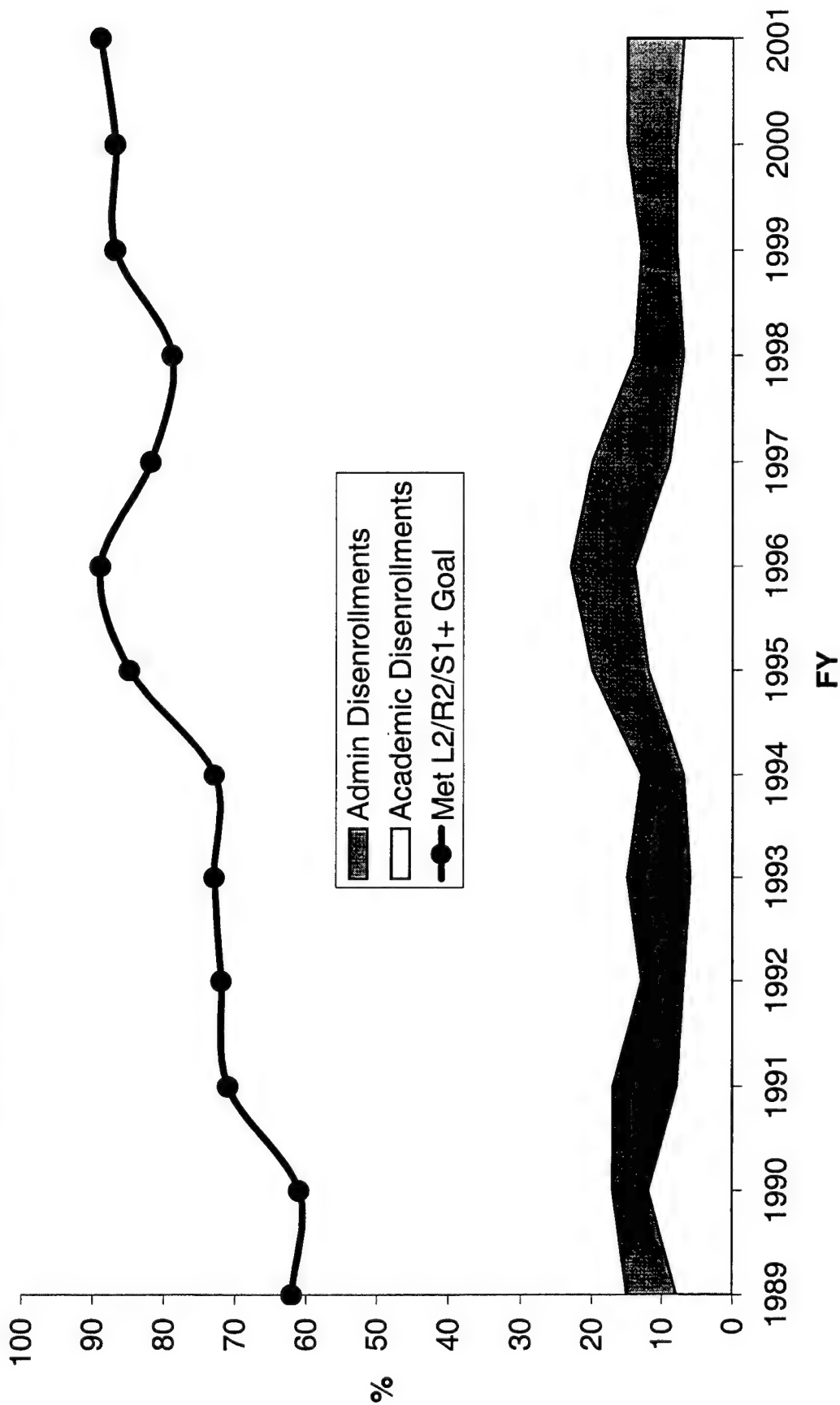


# RUSSIAN DISENROLLMENTS VICE RESULTS

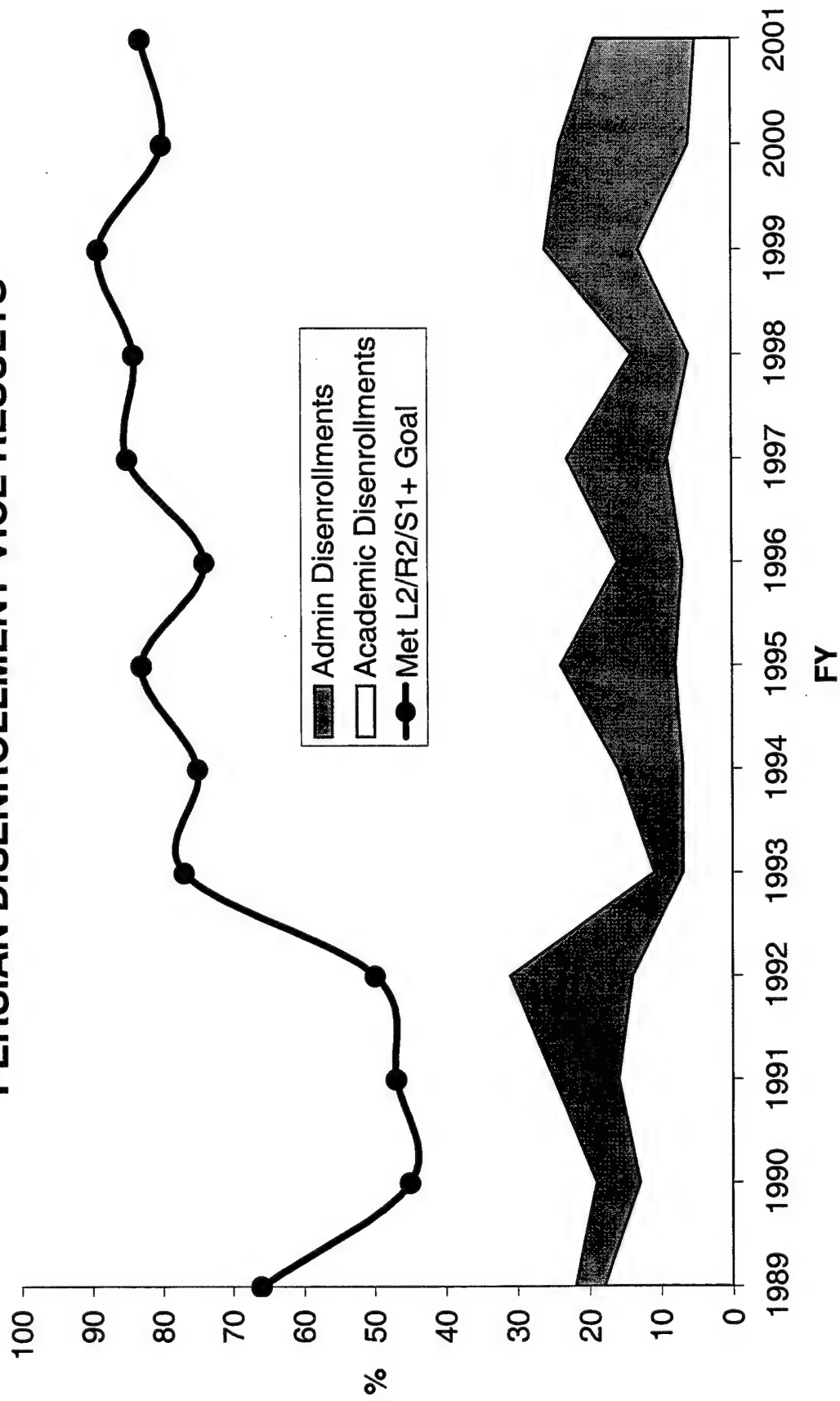




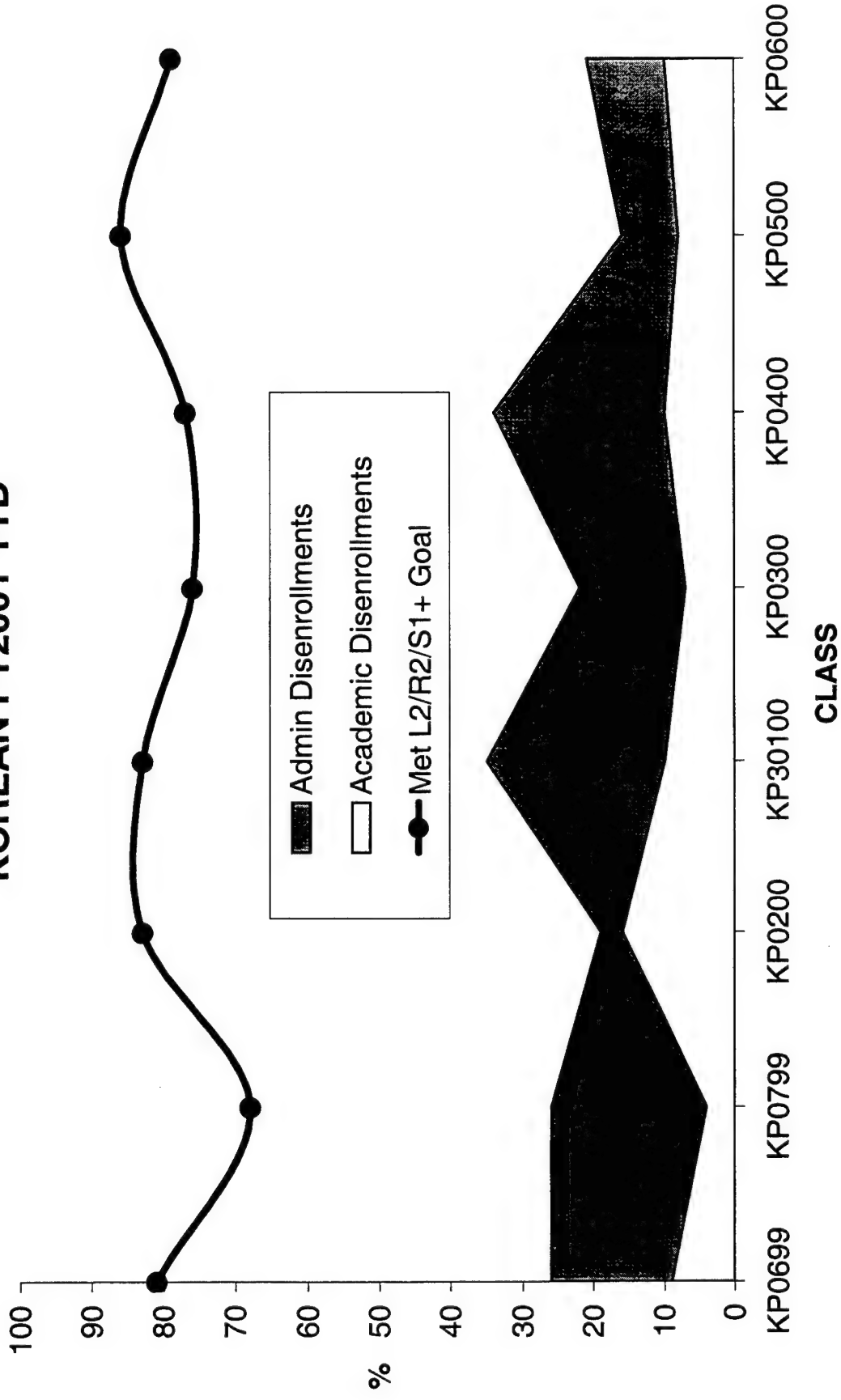
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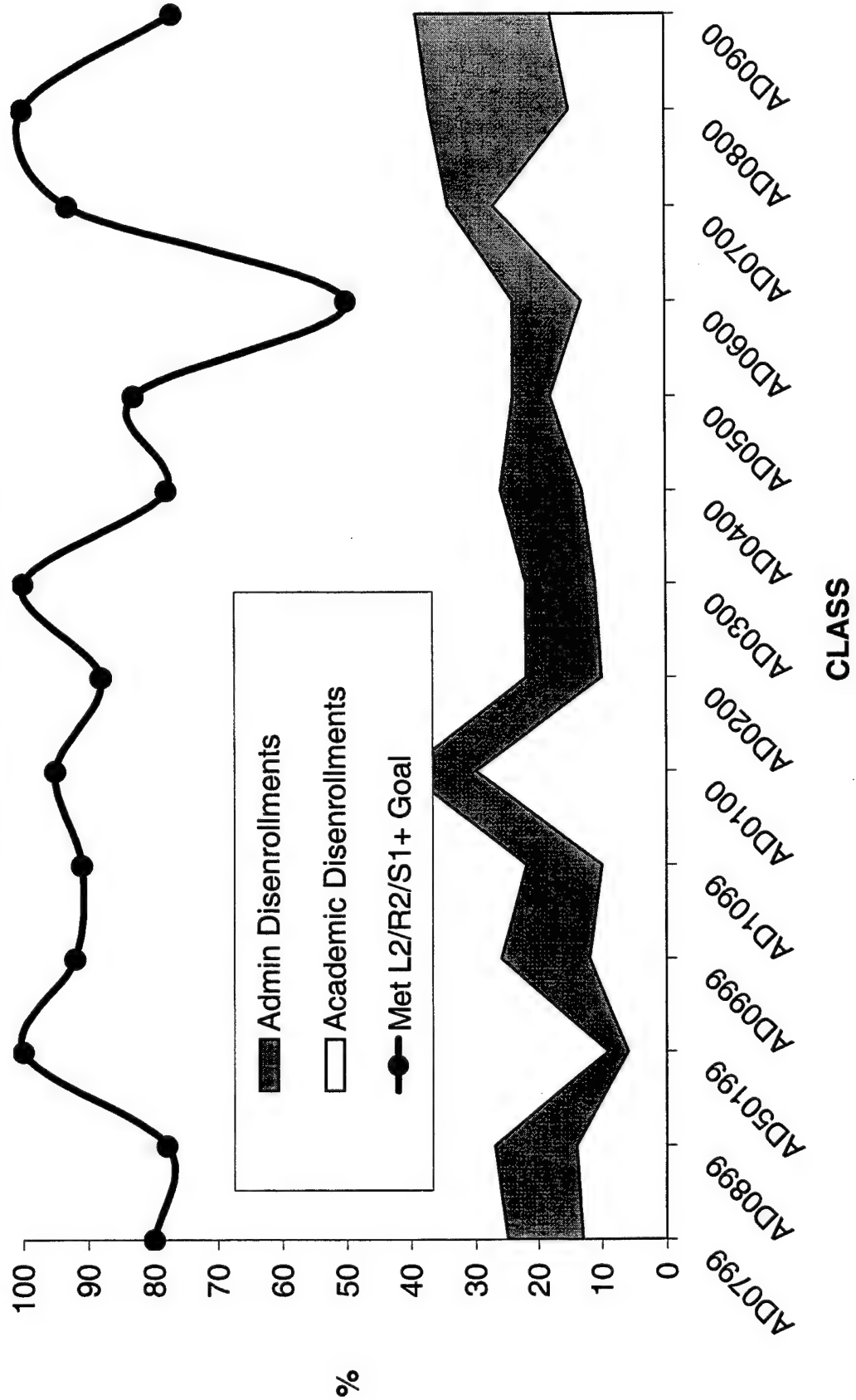
# PERSIAN DISENROLLMENT VICE RESULTS



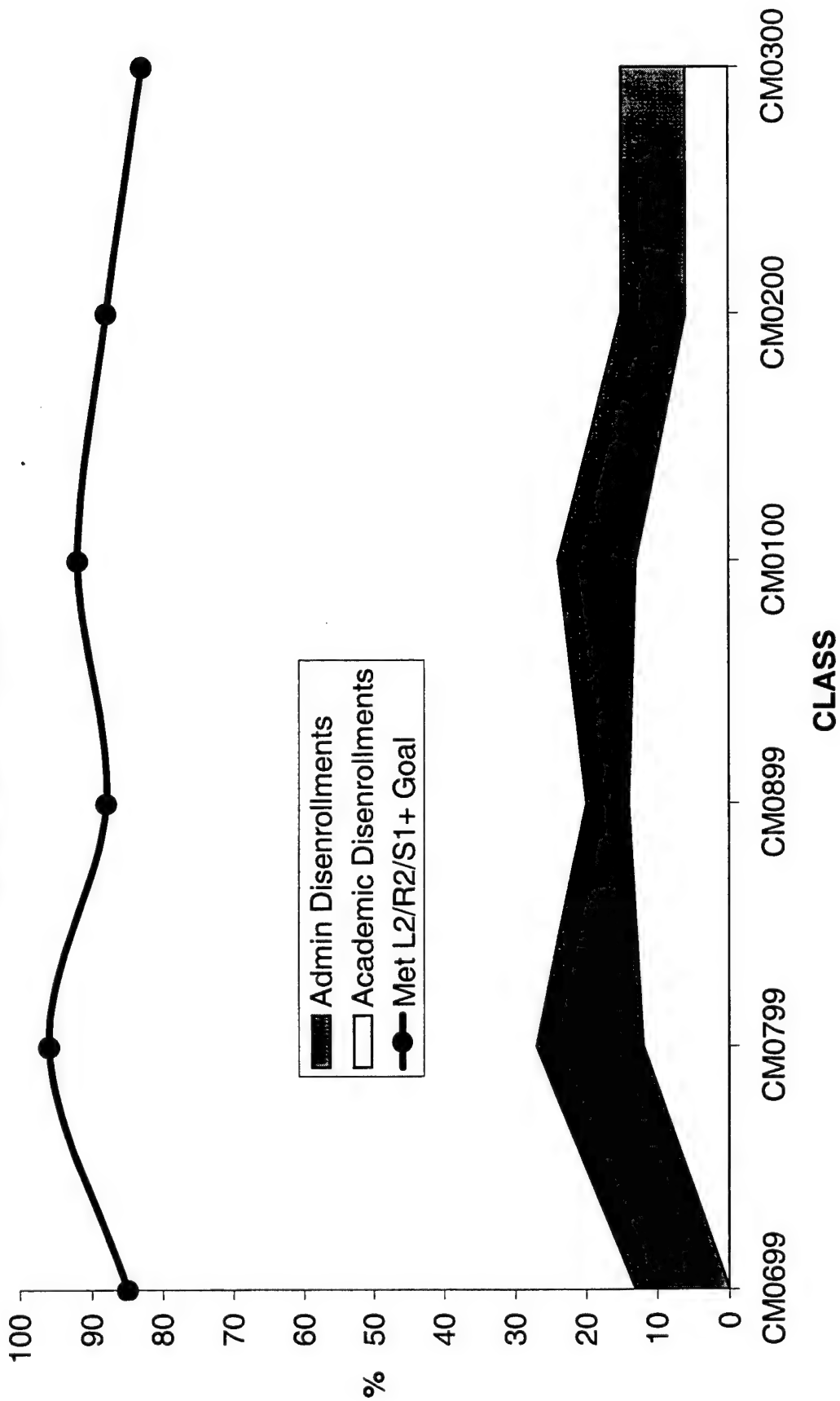
# KOREAN FY2001 YTD



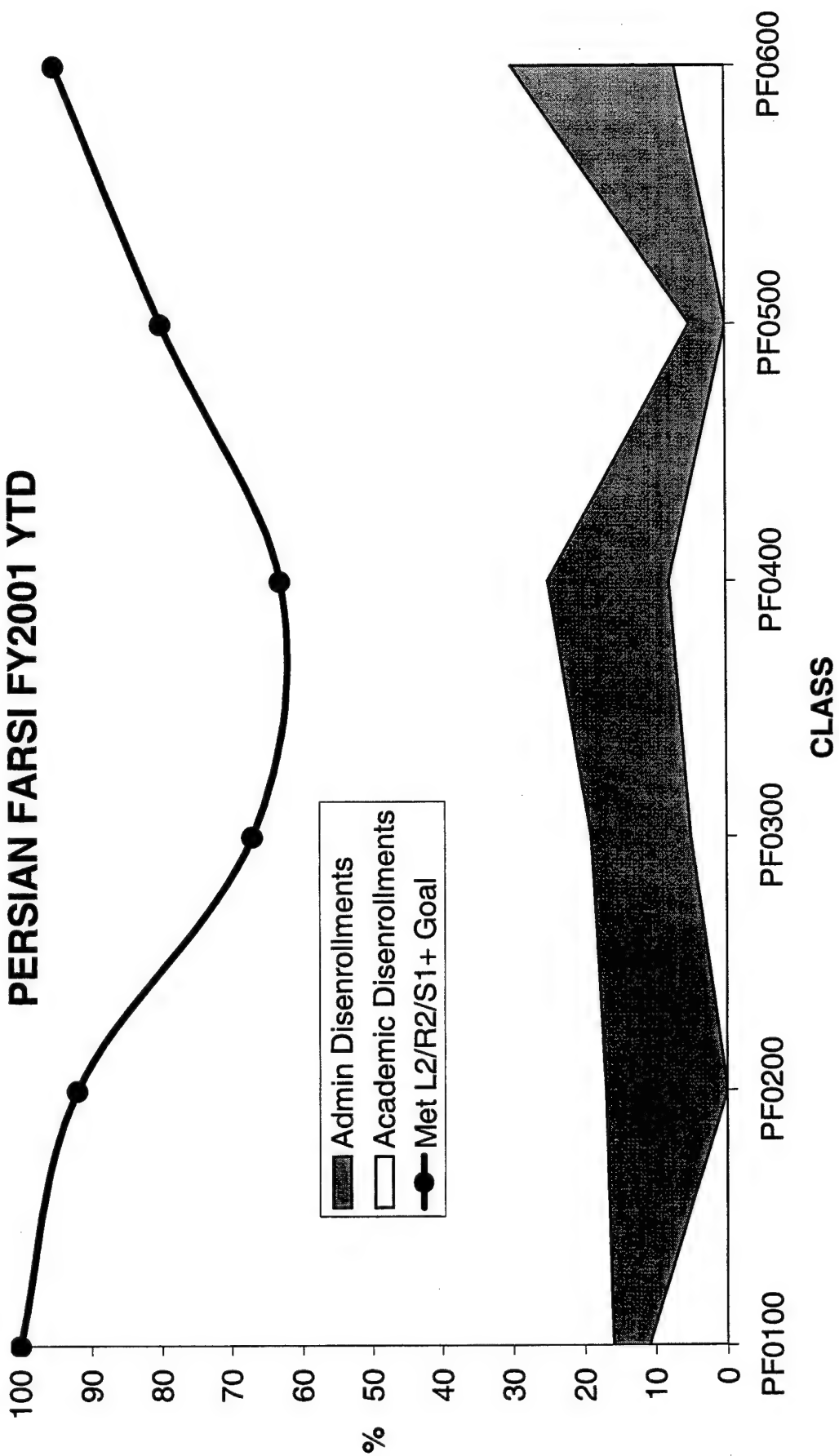
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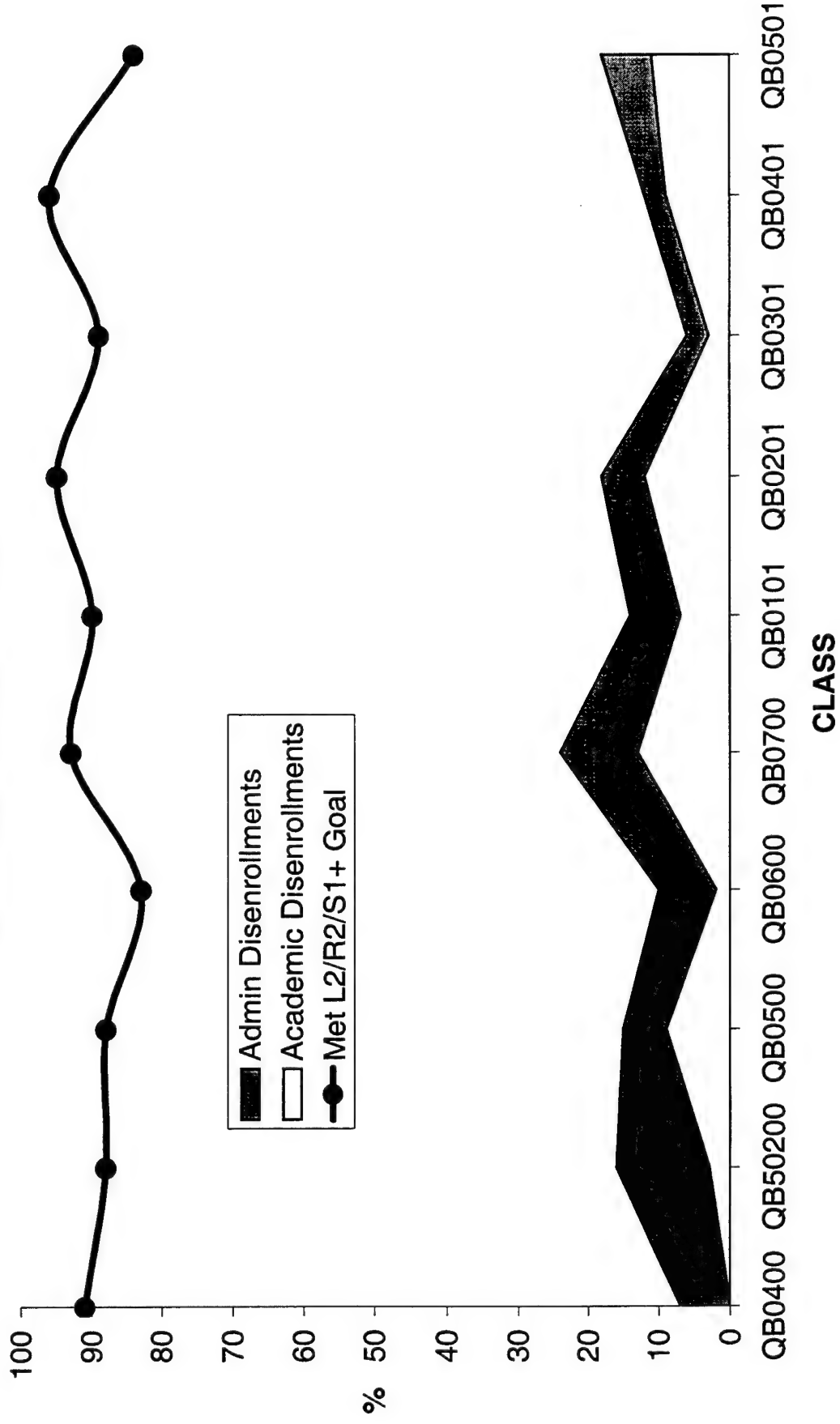
# CHINESE FY2001 YTD



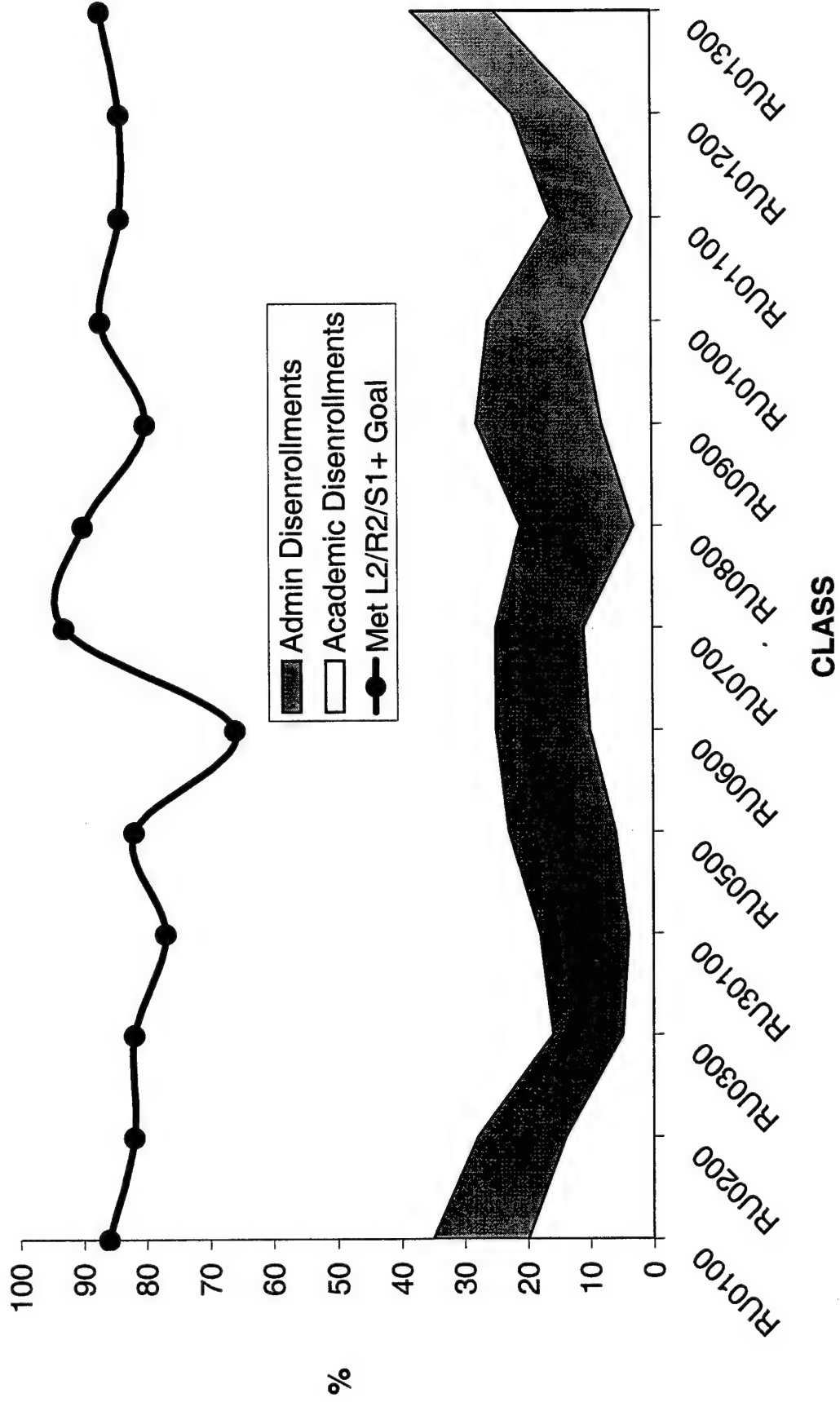
# PERSIAN FARSI FY2001 YTD



# SPANISH FY2001 YTD



# RUSSIAN FY2001 YTD





## **Group Brainstorming: Why Do Students Fail?**

Dr. Neil Granoien, Director, Combat Developments, DLIFLC

**Group Brainstorming: Why do Students Fail?**  
**Dr. Neil Granoien, DLIFLC**

**Student formal preparation**

- Poor study skills
- Lack of real-world knowledge
- Weak English grammar skills
- Cross-cultural expectations and conflicts
- Fast pace of instruction
- Lack of preparation for conceptual learning
- Student aptitude

**Student personal preparation**

- Adjusting to military life and the demands of training
- Class leader skills and suitability
- Maturity of judgment
- Conflicts between officers and younger students
- Sum total of expectations can be overwhelming
- Poor individual discipline
- Peer incompatibility
- Student inability to deal with stress
- Burnout—loss of interest, boredom
- Unhealthy competition among students
- Lack of motivation because of unwanted language

**Other student issues**

- Missing class for medical reasons
- Outside distractions in the form of personal issues
- Age (for older students), disorders, e.g., dyslexia, lack of coping strategies
- Security clearances

**Teacher issues**

- Tailoring instruction is problematic for teachers
- Inconsistent expectations of student learning from one teacher to another
- Ineffective teacher intervention: does counseling address the problems?
- Education of faculty

**Administration/curriculum issues**

- Validity of school tests—do within-course tests do the job?
- Remedial procedures, is the process effective?
- Learning style/teacher style, course organization
- Lack of funding for course development
- Emphasis on completion timeline rather than on the learning line
- Outdated materials
- Shifting of teaching assets to other projects, resulting in need to train new teachers

Number of rolled students and the effect on a class  
Poor facilities  
Over-focus on results, with lack of attention to the individual student

### **Unit/Command issues**

Conflict between school and military expectations as perceived by the student  
Poor student attendance  
Ineffective unit counseling  
Unit requirements, e.g., PT, inspections  
Units pulling people out of class for various reasons  
Urinalysis at 5 a.m.  
Chain of command ambiguities (what's the real mission?)  
MLIs with two full-time jobs (school/unit)  
MLIs manned at only 50%, with same level of tasking  
Demand of military requirements

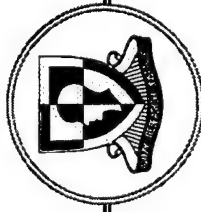
### **Student excuses**

**[Recall that this was an exercise in what we have heard students say.]**

The materials are outdated  
My teacher hates me  
It's too intense  
I always had inspections before tests  
I had too much homework, which interfered with my own learning  
I can't handle the stress  
My teacher can't speak English  
My group has a bad attitude  
The tests aren't fair, or are graded subjectively  
I only need a level one in speaking  
There's too much noise on the tapes  
My teacher speaks too much English  
I have family distractions  
I didn't get the language I wanted  
The recruiter wasn't honest with me

## **Study Findings**

Dr. Guy L. Siebold, Advanced Training Methods Research Unit, ARI



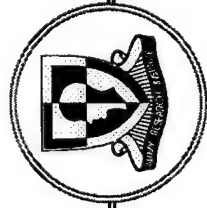
# **DLI Completion/Attrition Study**

**Briefing For:**

**Workshop on Student Attrition  
22-24 August 2001**

**Briefing By:**

**Dr. Guy L. Siebold  
Mike H. Benton**



# **Study Purpose**

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## **Assess level of DLI linguist attrition**

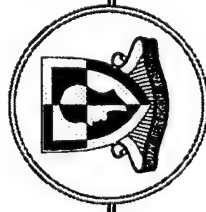
- compared to attrition in other education/training
- consider how to measure it

## **Analyze causes and patterns of attrition**

- domains: selection, personal, military, academic
- over time

## **Recommend ways to improve**

- workshop, with proceedings
- Study report



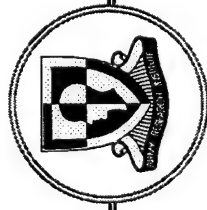
## Who's in the Interview Groups?

- 21501 Classes starting August-October 2000, in more dense languages

<u>Language</u>	<u>USA</u>	<u>USAF</u>	<u>USMC</u>	<u>USN</u>	<u>Total</u>	<u>School</u>
Arabic 50100	5		1	1	7	SMB
Korean 900	5	1		1	7	SAB
Mandarin Chinese 700	5	1		1	7	SAA
Serbian-Croatian 101	5*	1		1	7	SEA
Spanish 101	5	1		1	7	SWL
Russian 101a	5	1		1	7	SEA
Russian 101b	5	1	1		7	SEA
Persian-Farsi 600	5	1		1	7	SEB
<b>Total</b>	<b>40</b>	<b>7</b>	<b>2</b>	<b>7</b>	<b>56</b>	

(\* = Includes 1 Guardsman)

**Note. Participants were chosen at random & also participated in the wider study.**



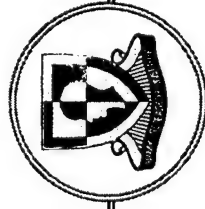
## Who's in the Study?

- 21501 Classes starting August-October 2000, in more dense languages

<u>Language</u>	<u>Students at Start*</u>	<u>Gone from Class</u>	<u>(%)</u>
Arabic 50100	25	9	36.0%
Korean 900	24	9	37.5%
Mandarin Chinese 700	29	9	31.0%
Serbian-Croatian 101	31	10	32.3%
Spanish 101	39	10	25.6%
Russian 101	60	22	36.7%
Persian-Farsi 600	29	10	34.5%
	-----	-----	-----
<b>Total</b>	<b>237</b>	<b>79</b>	<b>33.3%</b>

(\* = Army 49%; Air Force 22%; Navy 19%; Marines 8%; Other 2%)

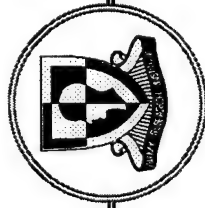




## Where Did They Go?

<u>DESTINATION</u>	<u>NUMBER &amp; PERCENTAGE</u>
Rolled Back	27 (34.2%)
Re-languaged	10 (12.7%)
Leaving DLIFLC	
Staying in Service	16 (20.3%)
Leaving Service	10 (12.7%)
Other or No Data	16 (20.3%)
<b>TOTAL</b>	<b>79 (100%)</b>

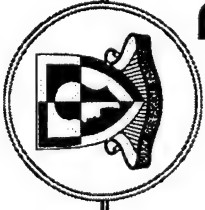
**Note. Data are from ARI records.**



## Attrition in the Study Over Time

<u>REASON Start-DEC</u>	<u>JAN-MAR</u>	<u>APR-JUN</u>	<u>JUL-Now</u>	<u>TOTAL</u>
Academic	3	21	8	2
Medical	5	5	6	1
Lack of Effort	-	1	1	-
Disciplinary	-	-	1	-
Unit Recall	1	1	-	-
Action Pending	2	4	6	-
Other	1	1	3	-
TOTAL	12 (16.4%)	33 (45.2%)	25 (34.2%)	3 (4.1%)
				73 (100%)

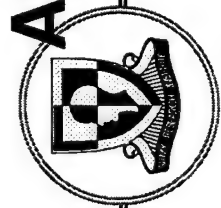
Note. There are 6 missing cases; data are from DLI records.



## Selection Domain

### Defense Language Aptitude Battery (DLAB)

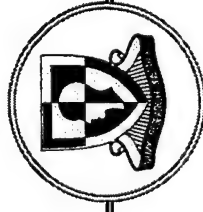
- As in past, DLAB is best predictor of attrition
  - DLAB 98 or less = 32% attrition*
  - DLAB 99 to 116 = 20% attrition*
  - DLAB 117 or more = 10% attrition*
- Of DLAB scores above 117, 98% had prior language training
  - Prior language training = 17% attrition*
  - No prior language training = 35% attrition*
- Higher DLAB scores associated with higher DLPT reading comprehension scores for graduating Spanish class.



## Attrition by Sex; Selected Reasons

<u>REASON</u>	<u>MALE</u>	<u>FEMALE</u>	<u>TOTAL</u>
Academic	23 (70%)	10 (30%)	33 (100%)
Medical	4 (25%)	12 (75%)	16 (100%)
Lack of Effort	2	-	2 (100%)
Disciplinary	1	-	1 (100%)
<b>TOTAL</b>	<b>30</b>	<b>22</b>	<b>52 (100%)</b>

**Note.** Data are from DLI records. For Males, 58% of attrition is due to academic reasons, 10% to medical. For Females, 37% of attrition is due to academic reasons, 44% to medical. Males are 60% of the sample; Females are 36%; Missing Data 4%.

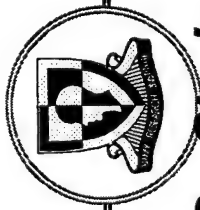


## **Selection Domain**

---

### **There Was No Difference in Overall Attrition Due To:**

- Sex**
- Rank**
- Marital Status**
- Having Dependents**
- Considering a Military Career**
- Having Some College Education**



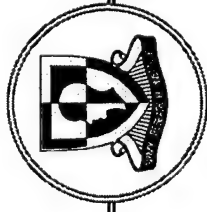
## Academic Domain

### Do Students Know How Well They Are Doing?

How would you describe your progress compared to others in your class?

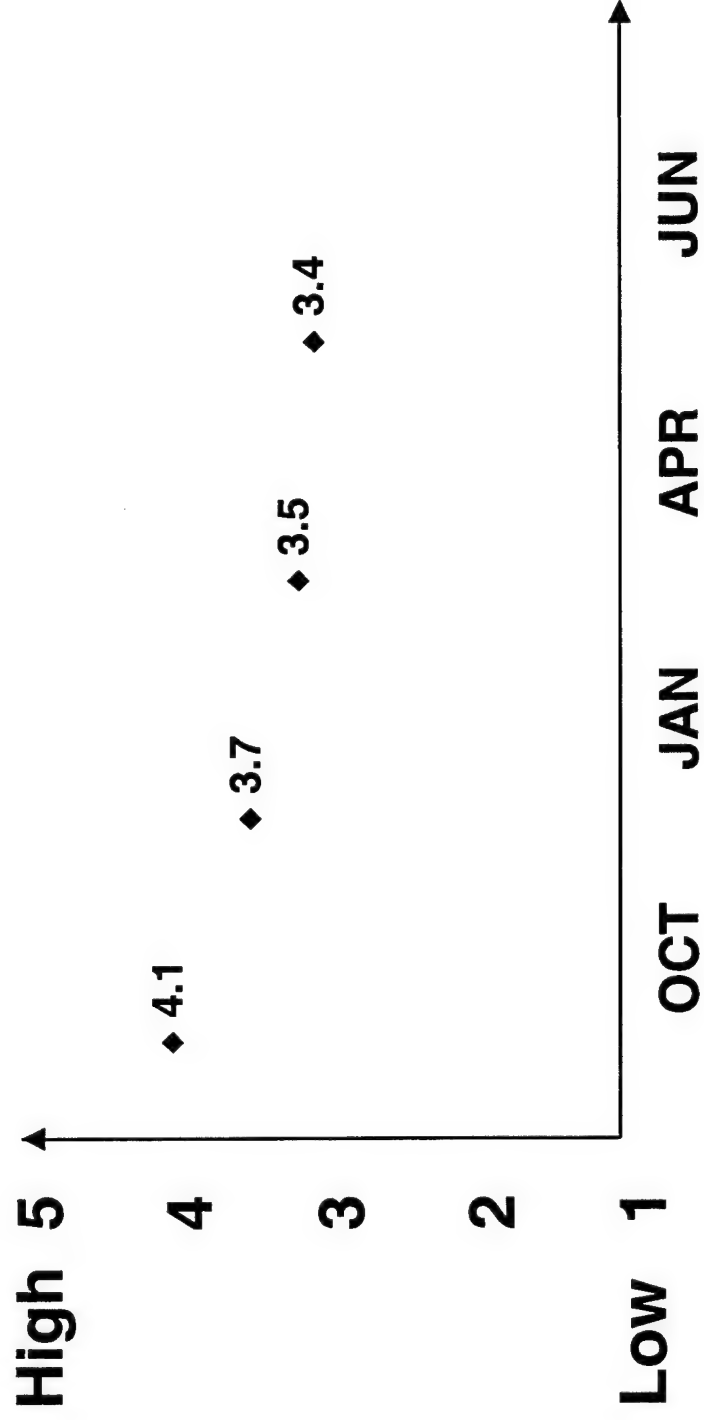
	<u>Successful</u>	<u>Attritees</u>
Above Average or Way Above	77 (51.3%)	3 (11.5%)
Average	56 (37.3%)	9 (34.6%)
Below Average or Way Below	17 (11.3%)	14 (53.8%)
Total	150 (99.9%)	26 (99.9%)

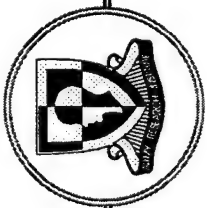
Note. From April 01 Questionnaire.



# Academic Domain

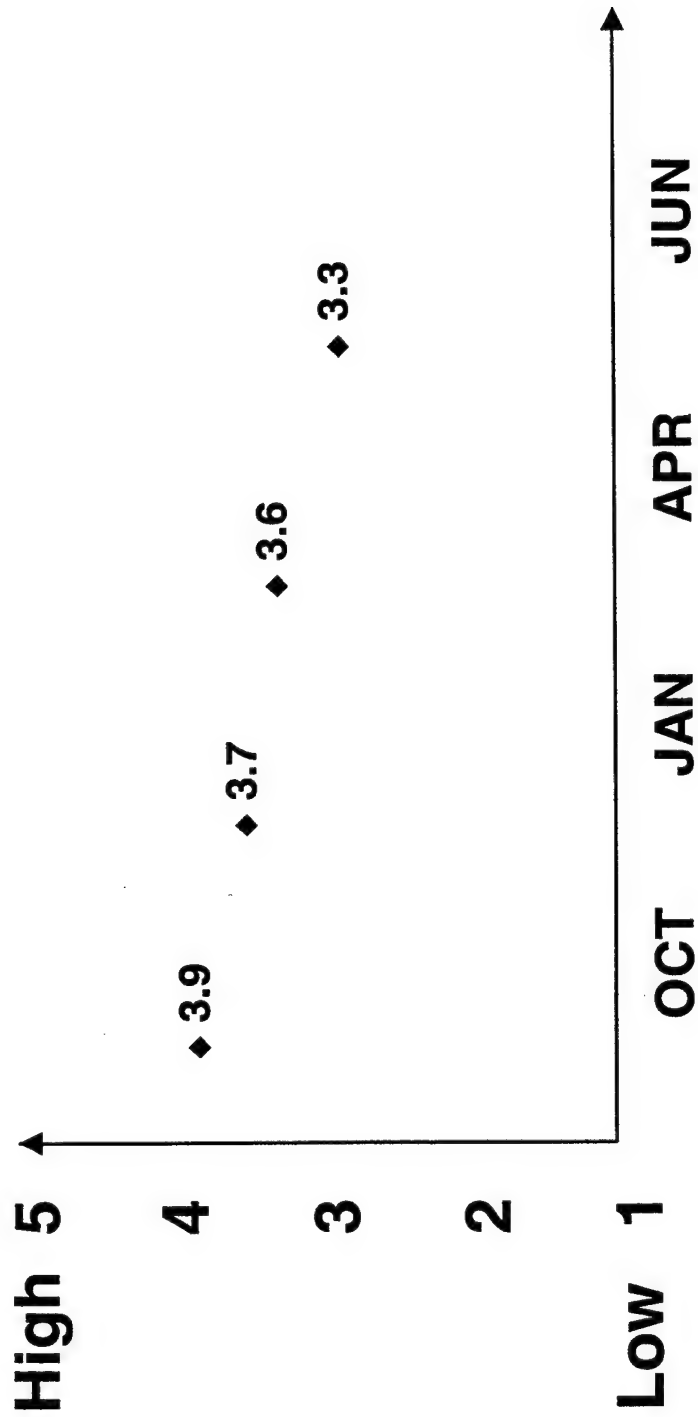
## Class Activity Satisfaction





# Academic Domain

## Perceived Instructor Teaching Skills

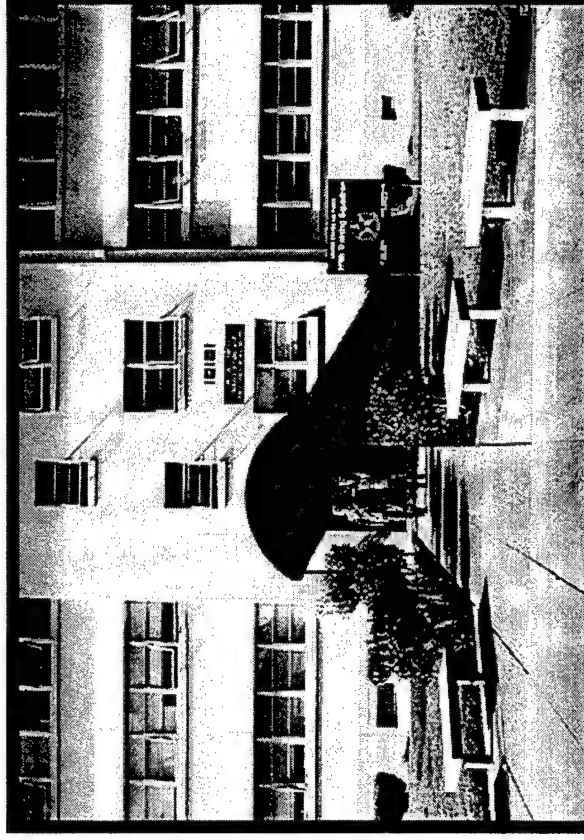




## **311<sup>th</sup> Training Squadron**

TSgt Scott Poris, USAF, Chief Academic Training Adviser, 311<sup>th</sup> Training Squadron

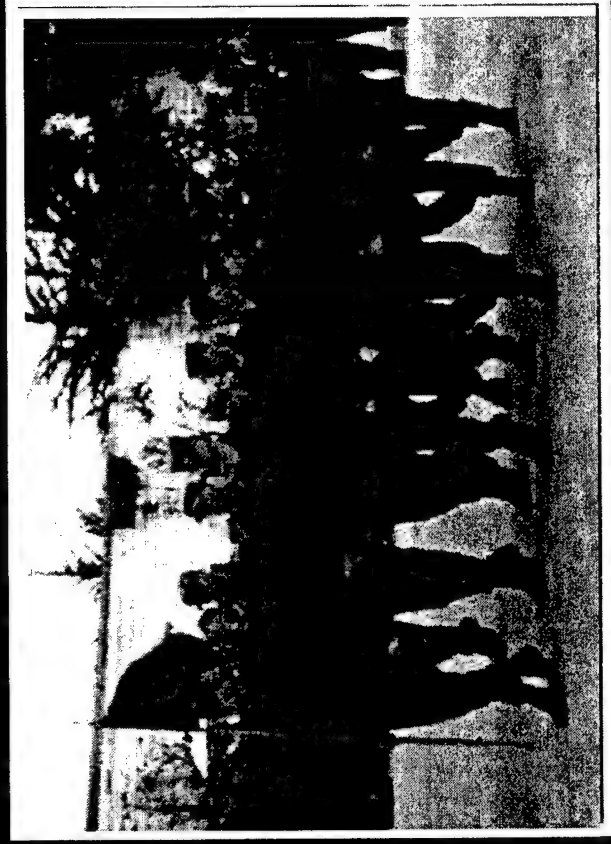
# 311<sup>th</sup> Training Squadron



Lt Col Patrick L. Smith - Commander  
CMSgt Ed Cahoon - Ops Superintendent  
TSgt Steve Williams - Military Training Leader  
TSgt Scott Poris - Chief, Academic Training Flight

# 311 TRS Mission

- Educate, train and equip airmen to reach their full linguistic and military potential



# Unit Composition

- Senior Squadron Staff
- Military Training Flight
- Academic Training Flight
- Security Forces
- Chaplains
- Squadron Support Functions

# Military Training Flight

- Chief and 7 Military Training Leaders

- Train and mentor airmen into careerists
  - customs/courtesies; drill & ceremony
  - formations and military briefings
- Manage Air Force phase program
- Manage airman leadership program
- Disciplinary counseling and corrective action
- Monitor physical conditioning program
- Inspections (room, uniform, HMW, bed-checks)
- Coordinate volunteer programs
- Manage military awards and promotions

# Academic Training Flight

- Chief, 2 Academic Training Advisors and Registrar
  - Three dedicated linguist billets
  - Academic mentoring and counseling
    - LAMP
    - Real-life experience
  - Manage Academic Training Monitor (ATM) Program
    - Students with exemplary organizational and academic skills
    - One per school and/or high-density language
    - Peer-tutor program and Unit Language Resource Center
  - Suggest and schedule recycles/restarts, relanguages and disenrollments/reclassifications
  - Request DLPT and post-DLPT enhancement
  - Manage academic awards program
  - Monitor student attendance

# In the beginning ...

- Airmen receive language assignments prior to arrival (while in BMT - from HHQ)
- Already scheduled for language class upon arrival
- 45-minute ATF in-brief covers expectancies
  - from attendance to zeal
- Attempt to enter as many as possible into SMART
  - dependent upon arrival / class-start dates
  - many late-enrollees (last 3 days of SMART)
- If SMART not feasible or long delay, student is placed on casual status awaiting start date

# Phase Program

- Changing dramatically in 3 weeks
- Phase One - 14 days
  - uniform at all times / confined to post / curfew
  - weekly uniform & room inspections
  - no alcohol or tobacco
- Phase Two - 14 days
  - uniform at all times / confined to post Mon-Fri
  - no alcohol or tobacco
- Phase Three - 60 days
- Phase Four - 90 days
- Phase Five - remainder of stay (until E-4)



# Military vs Academic Training

- Time-management necessary early on
  - taught in SMART program
  - military requirements vs homework
- Phase progression = more “free” time
  - can be altered by disciplinary problems
- More time = better studying
  - best students recruited as peer-tutors/ATMs

# Incentive / Motivation Factors

- Strong in the beginning (excitement)
- Turns to anxiety and stress
  - poor time-management
  - poor grades = mando study hall and tutoring
  - results in less personal time
  - disciplinary problems affect phase progression
- As they progress in phase, motivation improves
  - opportunity for airman leadership positions
  - chance to volunteer in community activities
  - more personal time for sightseeing / travel

# Summary

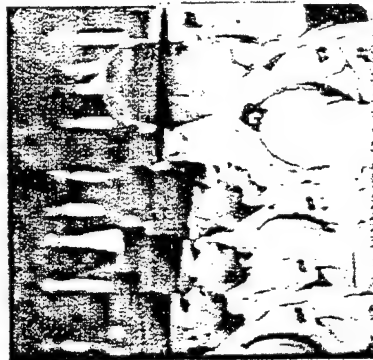
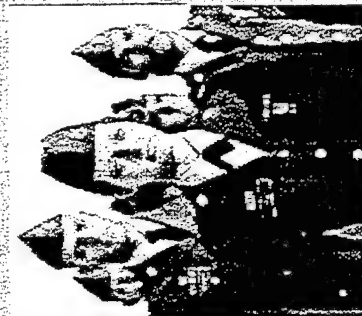
- Separate yet specialized sections
  - MTF and ATF
  - No “dual-hats”
- Dedicated billets to cover military *and* academic issues/training/mentoring
- Poor motivation usually results from inability to adapt to military life

# Questions?

### **Bravo Company: Reception and Soldierization**

CPT Daniel D, Jones, USA, Commander, B Co., 229<sup>th</sup> Military Intelligence  
Battalion

# BRAVO COMPANY BRAVO COMPANY



## RECEPTION AND SOLDIERIZATION

# B Company

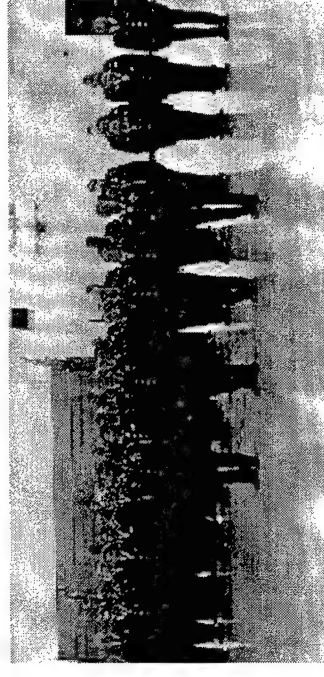
**MISSION:** Produce and maintain motivated, disciplined, physically fit, language trained, battle focused soldiers. Take care of soldiers and families.





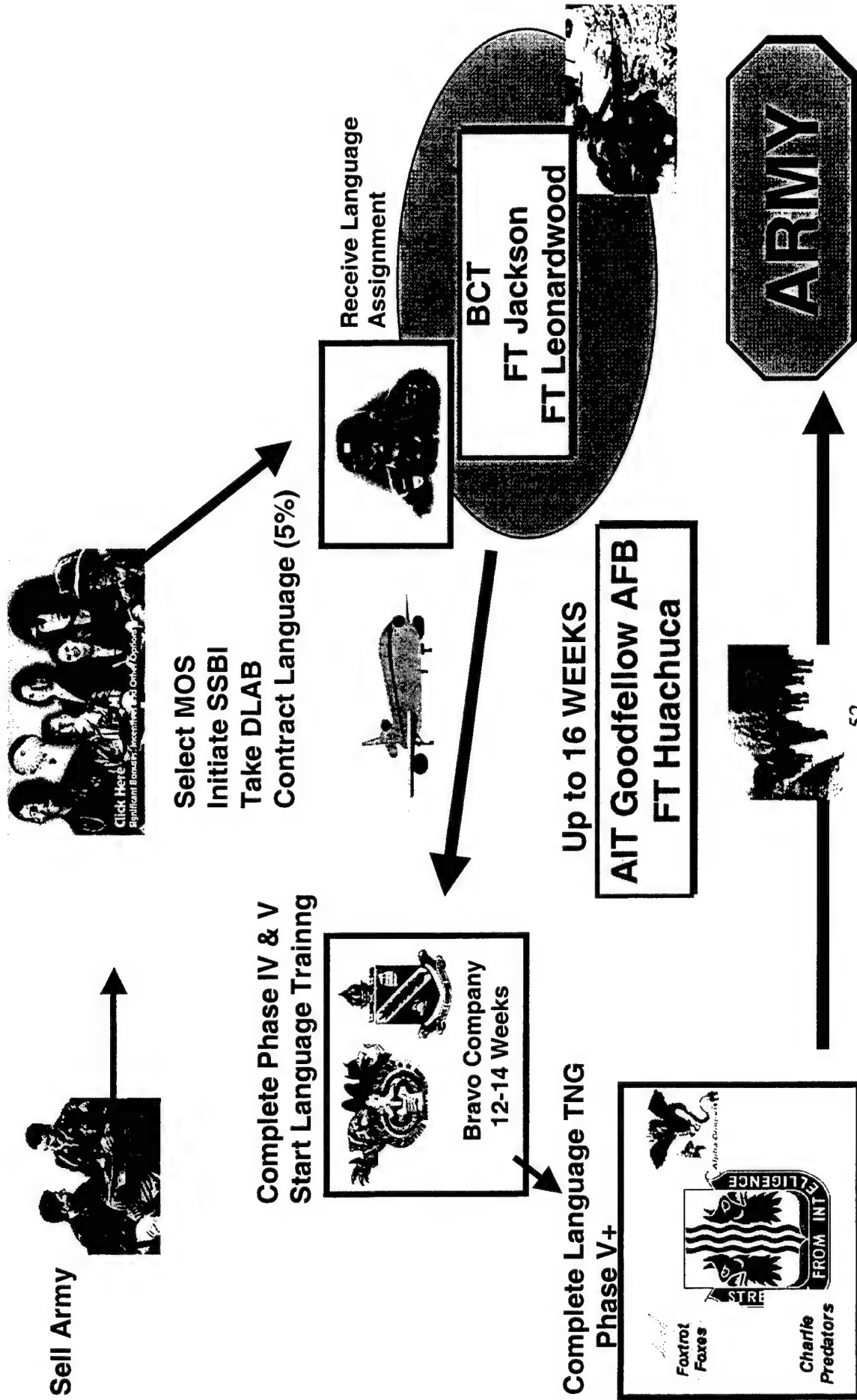
# B Company METL

- Support language training
- Provide support to soldiers and their families
- Conduct administrative actions
- Receive and Inprocess IET Soldiers
- Conduct Phase IV and Va Soldierization
- Manage DLI Drill Sergeant Program
- Sustain general military proficiency





# The Linguist "Pipeline"



# Bravo Company Soldier Cycle

## PHASE IV

WEEK 1	WEEK 2	WEEK 3	WEEK 4
<ul style="list-style-type: none"> <li>• RECEPTION AND INTEGRATION</li> <li>• COMMITMENT TNG</li> <li>• INITIAL COUNSELING</li> <li>• JSIP</li> <li>• HEADSTART PROGRAM</li> </ul>	<ul style="list-style-type: none"> <li>• INPROCESS SCHOOL</li> <li>• START LANGUAGE TNG</li> <li>• CST TRAINING/VALUES</li> <li>• CLASS A UNIFORM CLASS</li> <li>• DAILY PT MON-FRI</li> <li>• DS TIME AS APPROPRIATE</li> </ul>	<ul style="list-style-type: none"> <li>• CST TRAINING</li> <li>• VALUES TRAINING</li> <li>• DAILY PT MON-FRI</li> <li>• DS TIME AS APPROPRIATE</li> </ul>	<ul style="list-style-type: none"> <li>• BDU/ROOM INSPECTION</li> <li>• CLASS A INSPECTION</li> <li>• 4 WEEK DIAG</li> <li>• COUNSEL TO PHASE V</li> <li>• CST/VALUES TRAINING</li> <li>• DAILY PT MON-FRI</li> </ul>
BCIB, FINANCIAL MGMT, IOTA, AND CMDTS WELCOME AT FIRST SCHEDULED OPPORTUNITY			

## PHASE V

WEEK 5	WEEK 6	WEEK 7	WEEK 8
<ul style="list-style-type: none"> <li>• CST TRAINING</li> <li>• VALUES TRAINING</li> <li>• DAILY PT MON-FRI</li> <li>• DS TIME AS APPROPRIATE</li> </ul>	<ul style="list-style-type: none"> <li>• CST TRAINING</li> <li>• VALUES TRAINING</li> <li>• DAILY PT MON-FRI</li> <li>• DS TIME AS APPROPRIATE</li> </ul>	<ul style="list-style-type: none"> <li>• CST TRAINING</li> <li>• VALUES TRAINING</li> <li>• DAILY PT MON-FRI</li> <li>• DS TIME AS APPROPRIATE</li> </ul>	<ul style="list-style-type: none"> <li>• U/A ROOM INSPECTION</li> <li>• 8 WEEK RECORD APFT</li> <li>• CST TRAINING</li> <li>• VALUES TRAINING</li> <li>• DAILY PT MON-FRI</li> <li>• DS TIME AS APPROPRIATE</li> </ul>
BURROW WARMING AT FIRST SCHEDULED OPPORTUNITY			

WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13 - 14
<ul style="list-style-type: none"> <li>• CST TRAINING</li> <li>• VALUES TRAINING</li> <li>• DAILY PT MON-FRI</li> <li>• DS TIME AS APPROPRIATE</li> </ul>	<ul style="list-style-type: none"> <li>• CST TRAINING</li> <li>• VALUES TRAINING</li> <li>• DAILY PT MON-FRI</li> <li>• DS TIME AS APPROPRIATE</li> </ul>	<ul style="list-style-type: none"> <li>• SOLDIER OF THE CYCLE</li> <li>• CST TRAINING</li> <li>• VALUES TRAINING</li> <li>• DAILY PT MON-FRI</li> <li>• DS TIME AS APPROPRIATE</li> </ul>	<ul style="list-style-type: none"> <li>• WAIVER BOARD</li> <li>• DEMONSTRATE T/I/A</li> <li>• PHASE V GRAD REH/AAR</li> <li>• COUNSEL TO PHASE V+</li> <li>• PHASE V GRAD</li> <li>• CLEAR BRAVO COMPANY</li> </ul>	<div>USED IF NECESSARY DUE TO EARLY CYCLE FILLS</div>
MANDATORY STUDY FOR SOLDIERS ON SA OR PB				

# PHASE GRADUATION REQUIREMENTS

TRADOC REGULATION 350-6 APPENDIX C

## Phase IV

- Completion of Commitment Training
- Completion of Required Briefings
- Successfully complete Diagnostic APFT
- Pass BDU/Room Inspection
- Class A Inspection

IOTA

Burrow Warming (F.U.N.)

BCIB

Commitment Training

Army Values Movie Night

## Phase V

- Pass Record APFT 60/60/60
- Pass Common Skills Testing
- Complete Financial Management Training
- Think, Look, and Act Like a Soldier
- Demonstrate Army Core Values



# Language Assignment Process

**5% Contract for a language at MEPs**

**90% Receive language Assignment after BCT**

- DLAB Score

- Needs of the Army

**5% Exchange language with another soldier**

- Must be of same category

- Soldiers must have same MOS

- Soldiers must come from same component

- Swaps must be within a three week window

# Bravo Support of Soldier Success

## Company Headstart Program

- up to 2 weeks
- provide study plan to DS

## Company Language Training Facility

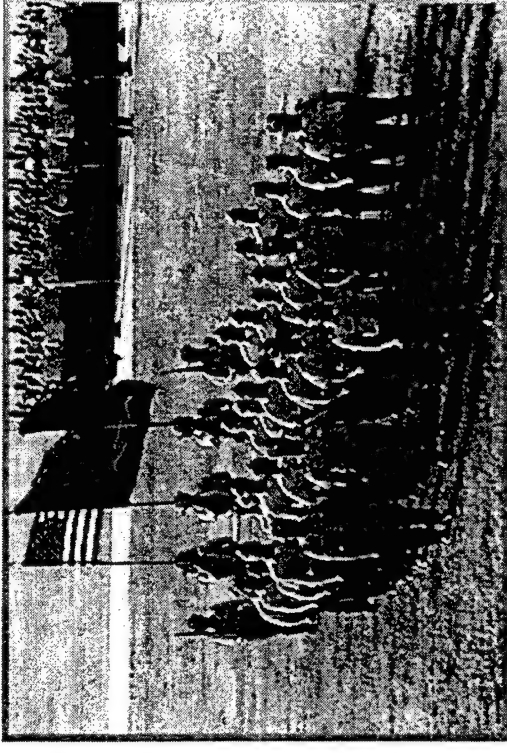
## Mandatory Study

- 5 nights per week for first 8 weeks

## Drill Sergeants are 98G Linguist

- Cover down on each school
- Provide assistance to struggling soldiers

## Peer Tutor Program



## **Bottom Line in Fighting Attrition**

*Commanders will exhaust counseling procedures and assistance while working closely with the school house before determining if a soldier's performance and potential worth to the Army justify a new start, reclass, re-language or separation from military service.*



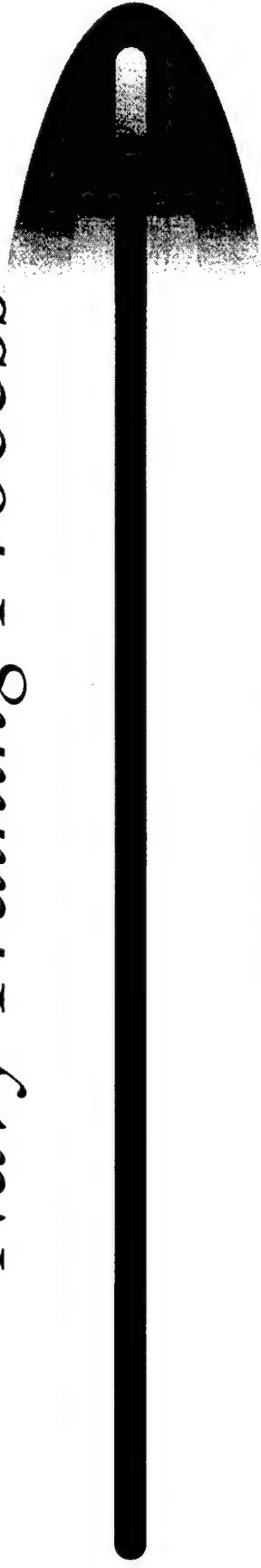
# *QUESTIONS??*

## **Navy Training Process**

CWO3 James Morris, USN, Training Officer, Naval Technical Training Center  
Detachment



# *Navy Training Process*



CWO3 Morris

23 August 2001

NTTCD Monterey

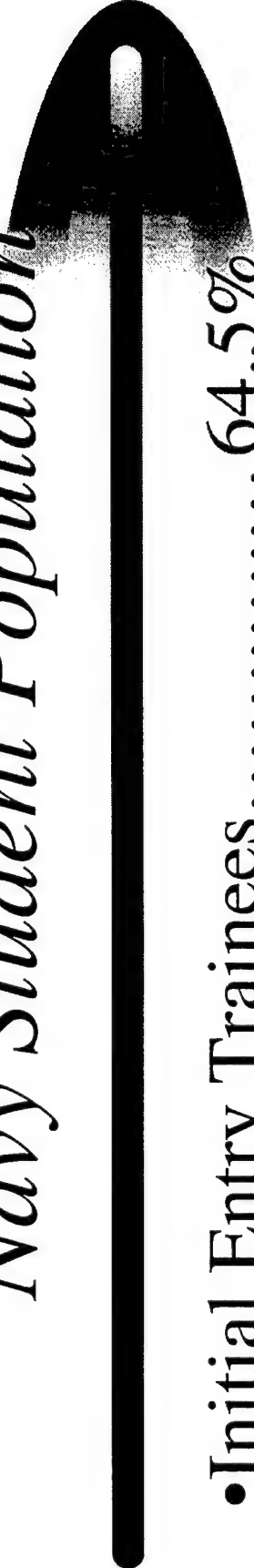
# *Command Philosophy*

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- *Make every effort to successfully produce a fully qualified linguist (achieving the minimum DLPT requirement for basic course--2/2/1+).*

## *Navy Student Population*

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•Initial Entry Trainees.....	64.5%
•Fleet Conversions/Strikers.....	19.0%
•Intermediate/Advanced.....	5.0%
•Officers.....	5.0%
•Re-language.....	4.5%
•Non-CTI (EOD/SEAL/PEP).....	2.0%

## *Student Assignment Process*

---

- Students are assigned based upon a combination of factors to include: DLAB, AFQT, prior foreign language experience, HS/College GPA, prior music experience (for tonal languages), maturity, motivation, confidence and any other pertinent personal issues may be considered.

## *Training Pipeline for IETs*

---

- ***Day 1-3:*** Student is interviewed by Quota Manager for foreign language assignment.
- ***Week 1-8:*** Student is assigned to Navy Military Training Branch for Phase I and II.
- ***Week 4-5:*** Student attends SMART START if schedule allows.
- ***Week 6:*** Language instruction begins.
- ***Week 9:*** NMT Phase III.

# *Navy Military Training*

---

- Phase I: 3 wk process
- *Sailorization process includes: instruction on leadership and responsibilities, physical fitness, uniform/room inspections, GMTs, restricted liberty.*
- Phase II: 4 wk process
- *Continued instruction includes: advanced leadership and responsibilities, watchstanding, GMTs, relaxed liberty restrictions.*

# *Navy Military Training cont*

---

- Phase III: Branch Chiefs conduct any further training.
- Same liberty status as staff members.
- Student should be enrolled in language class at this time.

# *Role of Navy MLIs*

---

- Dual-hatted as MLI in classroom and LPO/LCPO in School.
- Counsel student at first sign of academic difficulty; determine if it is an academic or non-academic issue.
- Assign Directed Study Plan.
- Assign tutor.



## *ARB decisions depend upon*

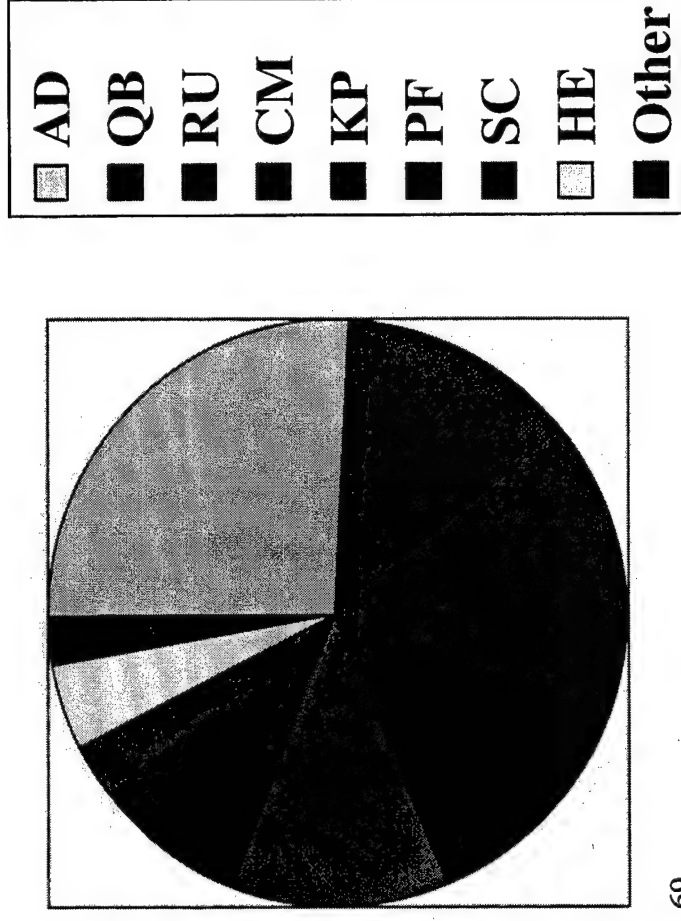


- Reason for academic or non-academic difficulty.
- Point in course student falters.
- Teaching Team Leader, CMLI/MLI recommendations.
- Service record, grades, counseling statements, Directed Study Plan, tutor, study methodology, etc., are considered.

# *Languages with most ARBs are:*

- Arabic - 27
- Spanish - 14
- Russian - 17
- Chinese - 14
- Korean - 13
- Persian-Farsi - 9
- Serbo-Croatian - 3
- Hebrew - 5
- Other - 3

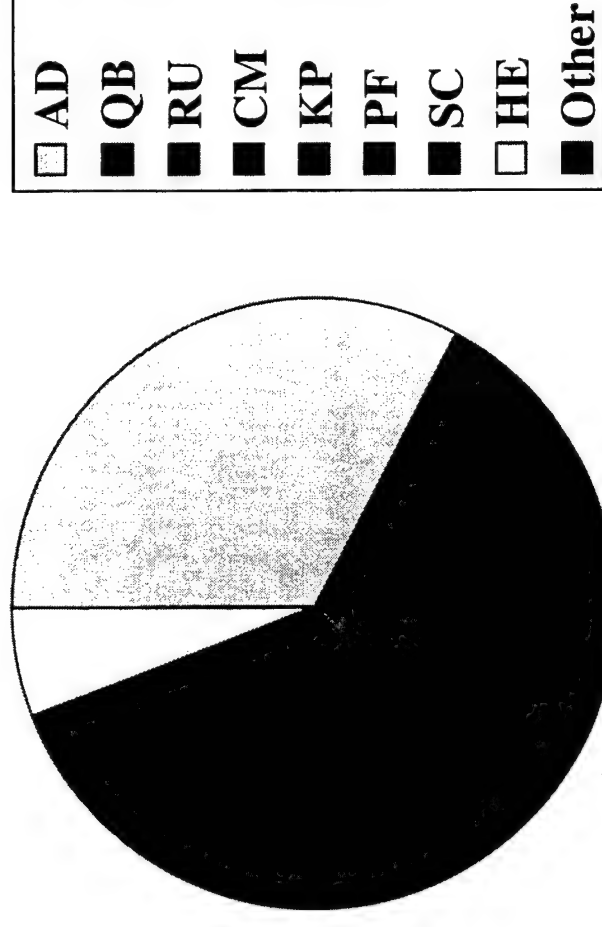
ARBs by Language  
1 Jul 00-30 Jun 01



# *Languages with most Post-DLPT:*

- Arabic - 17
- Spanish - 4
- Russian - 4
- Chinese - 4
- Korean - 4
- Persian-Farsi - 11
- Serbo-Croatian- 5
- Hebrew - 3

Post-DLPTs by language  
1 Jul 00 - 30 Jun 01

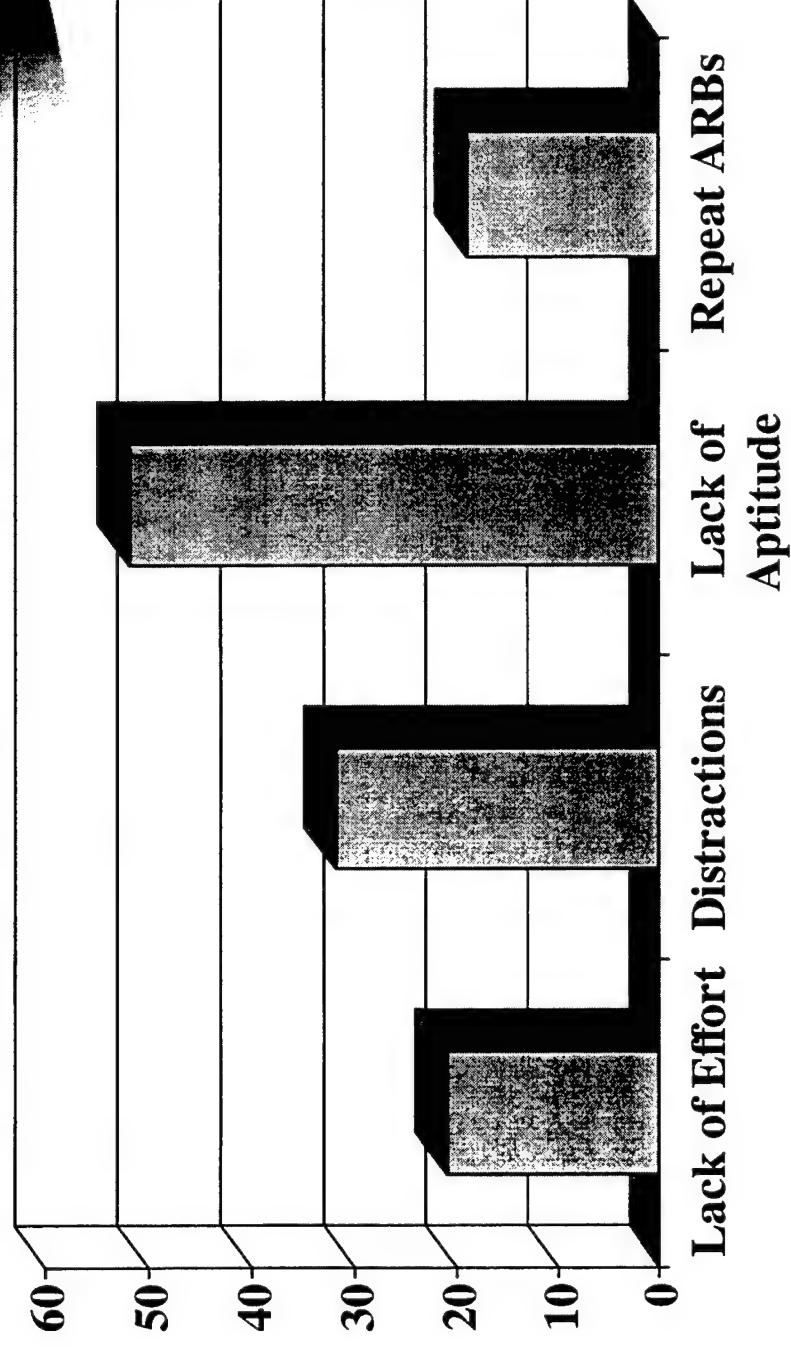


## *Causes of Student Failure*



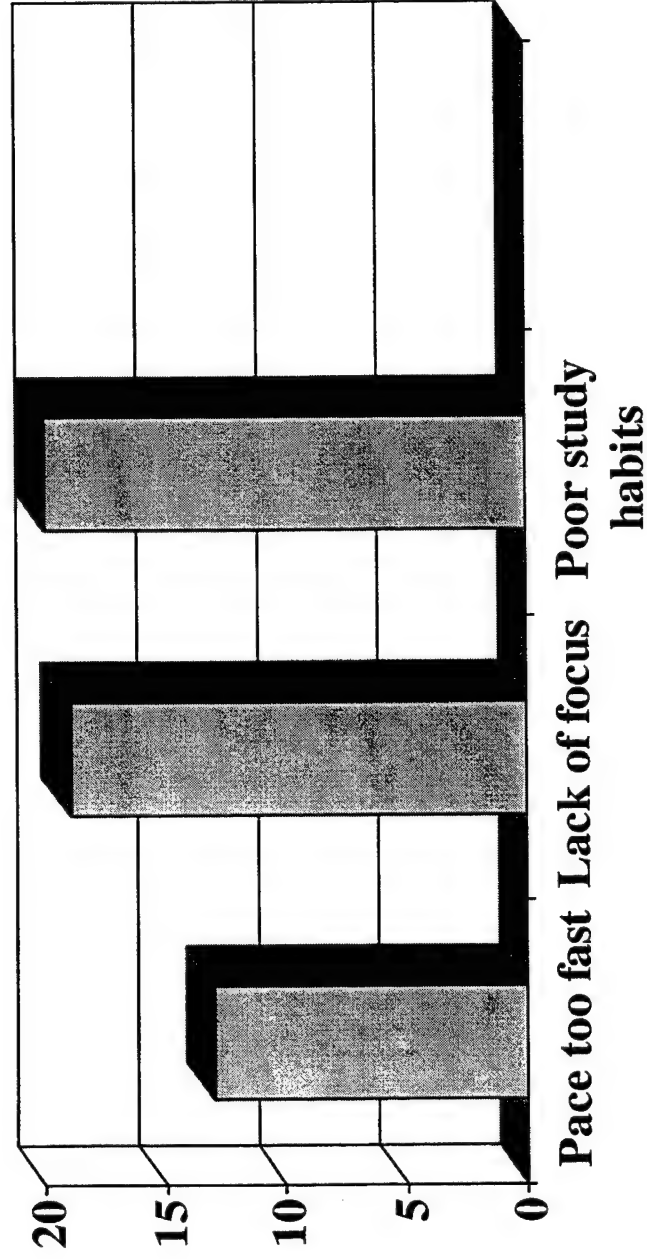
- Lack of effort: 21
- Lack of aptitude: 52; poor study habits-20, pace too fast-13, lack of focus-19.
- Distractions: 32; night life-10, b/gfriend-16, single parent-2, home-3, medical-4.
- Number of Repeat ARBs-19.

# *Causes of Failures...*



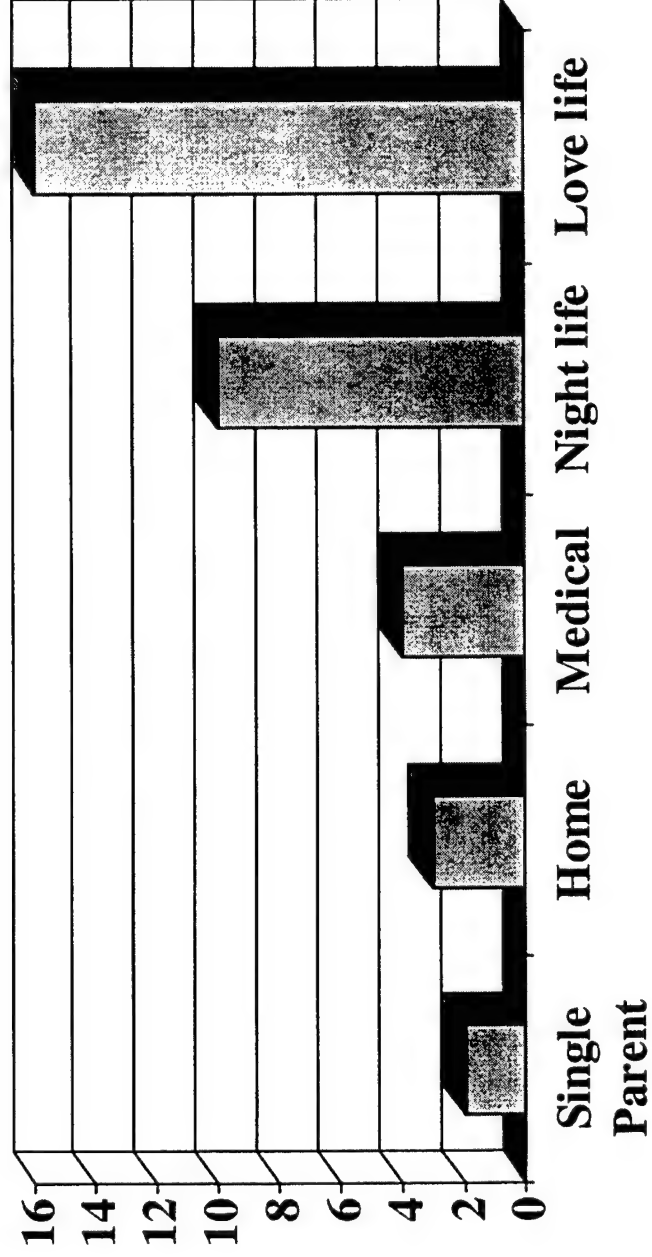
# *Reasons for Lack of Aptitude*

Lack of Aptitude



# *Reasons for Distractions*

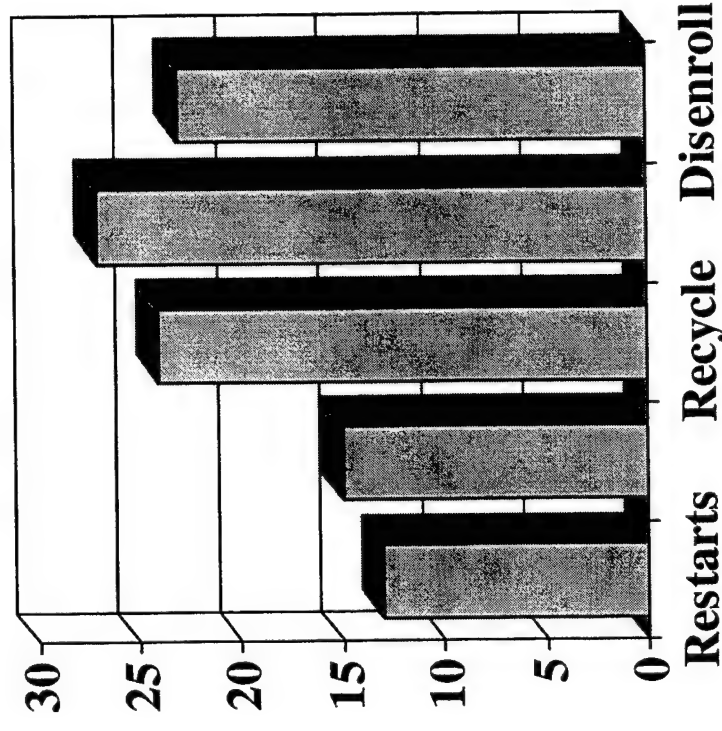
**Distractions**



# *Results of ARBs/PDBs since Jul100*

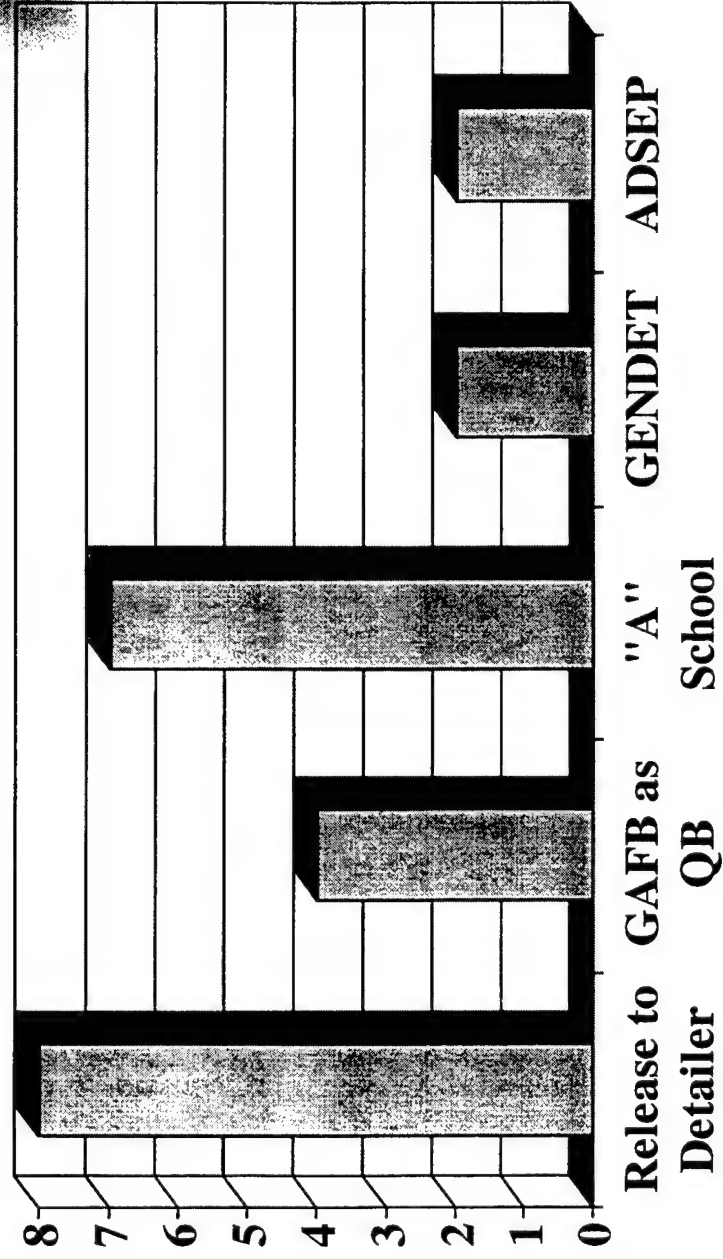
- Restarts-13
- Remain in Class-15  
Recycles-24
- Re-language-27
- Disenroll-23; RLS to  
DTLR-8, GAFB as  
QB-4, GENDET-2,  
“A” School -7,  
ADSEP-2.

Results of ARBs





# *Results of Disenrollments are...*

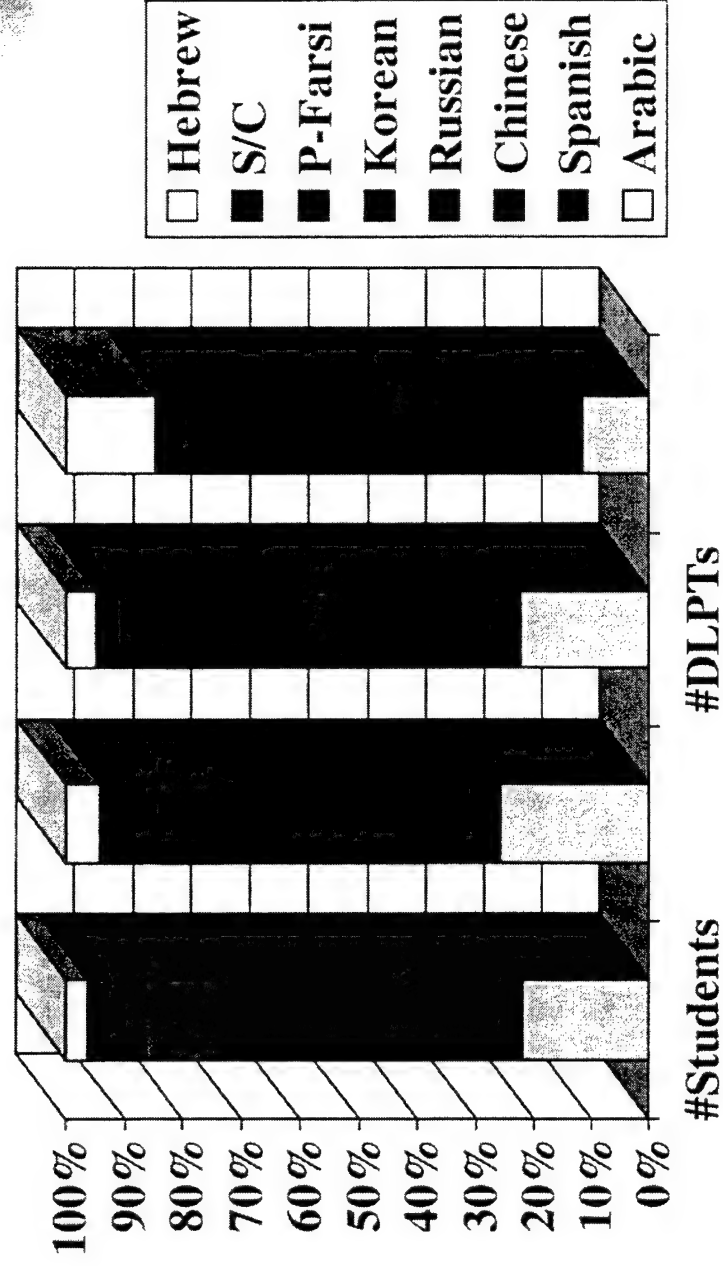


*Students in Academic Jeopardy  
from July 1, 2000 to June 30, 2001*

---

• Arabic - 95 students/23 ARBs/9 EOTs/33 %			
• Spanish - 83	13	3	17 %
• Chinese - 82	14	4	22%
• Russian - 58	15	5	34%
• Korean - 54	10	2	22%
• P-Farsi - 29	7	10	59%
• SC - 12	2	5	58%
• Hebrew - 16	5	2	44%

# *Students in Academic Jeopardy* *from July 1, 2000 to June 30, 2001*



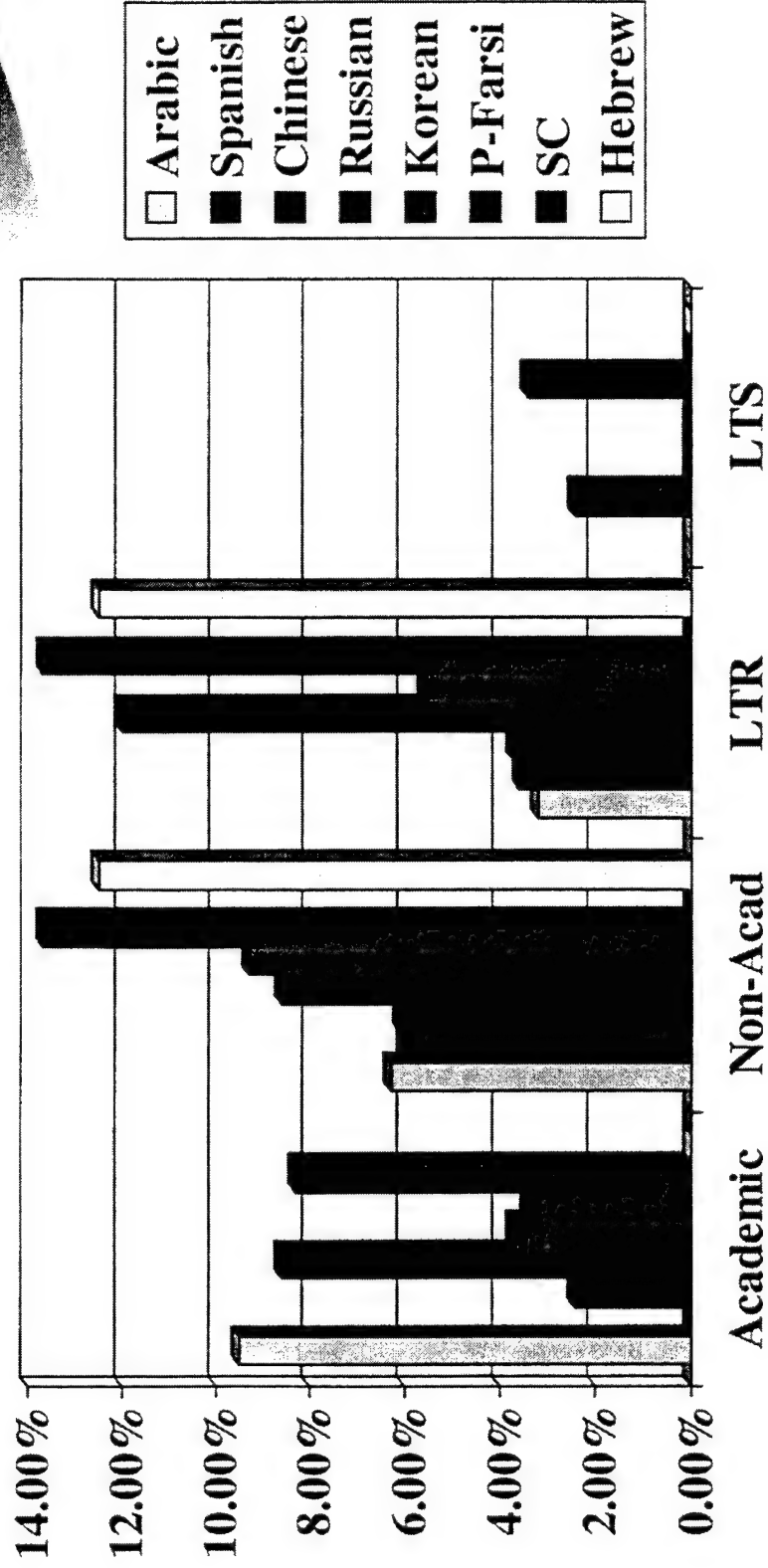
# Students in Academic Jeopardy

## from July 1, 2000 to June 30, 2001

• <u>LANG</u> - <u>ACAD</u>	<u>N-ACAD</u>	<u>LTR</u>	<u>LTS</u>
• Arabic - 9.5%	6.3%	3.2%	0.0%
• Spanish - 0.0	6.0	3.6	2.4
• Chinese - 2.4	6.1	3.7	0.0
• Russian - 8.6	8.6	12.0	0.0
• Korean - 3.7	9.3	5.6	0.0
• P-Farsi - 3.4	13.7	13.7	3.4
• SC - 8.3	0.0	0.0	0.0
• Hebrew - 0.0	12.5	12.5	0.0

# Students in Academic Jeopardy

## from July 1, 2000 to June 30, 2001



## **Marines Language Training**

Maj Thomas Sparks, USMC, Commander, Marine Corps Detachment

**Marines Language Training**  
**Major Sparks, USMC, Commander, Marine Corps Detachment**

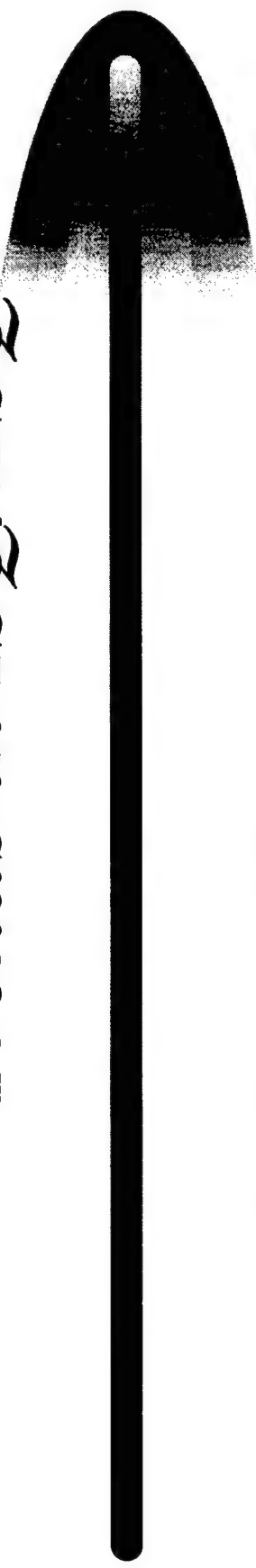
- ◆ Maj Sparks commands 325 enlisted students and 200 officers.
- ◆ Maj Sparks has no PSGs or permanent staff, but does have an NCOIC and a Gunnery Sgt.
- ◆ Students have four months basic training before they get to the DLIFLC.
- ◆ Maj Sparks tries to give students the language they want, but the decision is ultimately made by him & his staff based on the following criteria:
  1. The needs of the Marine Corps.
  2. The background of the student (i.e., have they had any experience in one of the available languages?)
  3. The results of the Sparrow Hawk profile, given by Maj Sparks, which is said to indicate how a student approaches learning.
  4. What the student wants.
- ◆ MLIs must know what each Marine student is doing (i.e., status of grades, special assistance, etc.) The MLIs meet with Maj Sparks each week to discuss students with problems. A list of students who require mandatory study hall is posted by Maj Sparks weekly.
- ◆ What happens to students who fail is determined on a case-by-case basis. If students don't do homework, miss class, etc., they are not recycled if they fail.
- ◆ Maj Sparks tries to avoid post-DLPT recycles altogether.
- ◆ The following are seven stupid things students do that ruin any chance for a recycle:
  1. Underage drinking.
  2. Shacking up in barracks.
  3. False ID cards.
  4. Breaking curfew.
  5. Fraternization.
  6. Pregnancy.
  7. Drugs.

### **Trends in ISQ/ESQ**

Mr. Richard Seldow, Director, Evaluation Division, DLIFLC



# *Trends in ISQ/ESQ*



Mr. Richard Seldow, Director,  
Evaluation Division, DLIFLC

# *Evaluation Division*



- Collects and analyzes student opinion feedback on academic program areas, instructor performance and quality of life issues.
- Collects, monitors, and analyzes non-resident graduate students and graduate students continuing military specialized courses at Goodfellow AFB and Ft. Huachuca.
- Annually produces 34,000+ pages of resident student opinion and data, over 1,000 pages of special resident analysis reports, and over 2,500 pages of analysis of non-resident students.

# *ISQ*

## *(Interim Student Questionnaire)*

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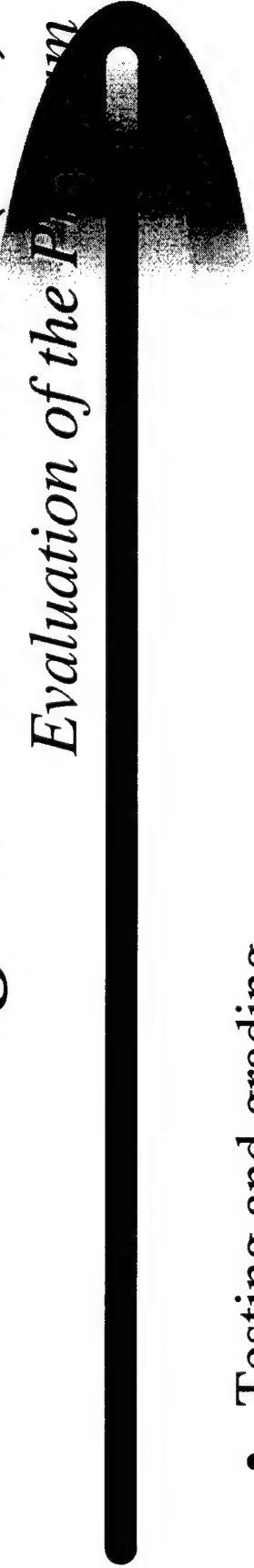
- Administered aprox. 60% of the way through the language course to all category 3 and 4 students in computer labs.
- Questionnaire takes average of 45-50 minutes to complete.
- Divided into three sections:
  - Program Evaluation (PE)
  - Teacher Evaluation (TE)
  - Quality of Life (QL)
- Evaluation feedback available within two working days from administration.

## *(End-of-Course Student Questionnaire)*

- Administered at end of language course to all graduating students in computer labs.
- Questionnaire takes average of 45-60 minutes to complete.
- Divided into three sections:
  - Program Evaluation (PE)
  - Teacher Evaluation (TE)
  - Quality of Life (QL)
- Evaluation feedback available within two working days from administration.
- Evaluation reports issued annually on each instructor and sent to Provost/School Deans.

# ***Program Evaluation (PE)***

## *Evaluation of the Program*

- 
- Testing and grading
  - Team teaching
  - Curriculum and supporting materials
  - Overall instructional program
  - Homework

# *Teacher Evaluation (TE)*

## *Basic and Specialized Teaching Skills*

- Class preparation
- Ability to teach the foreign language and related concepts
- Ability to adjust teaching strategies
- Ability to counsel and assist
- Ability to provide feedback to student
- Ability to provide quality instruction
- Ability to provide a variety of instructional activities
- Ability to actively use the foreign language in the classroom
- Ability to provide challenging instruction

# *ISQ/ESQ Rating Scale*



- Questions are rated on a scale of 0-4:

0	No opinion
1	Strongly disagree
2	Disagree
3	Agree
4	Strongly agree

# *Quality of Life (QL)*

## *Areas of Consideration*

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Conditions of:

- Barracks
- Family housing
- Quality of food, mess hall and food services
- Quality of medical/dental care and services
- Chaplain services
- Military support services
- Sports, recreation, community services, child care, travel office, PX
- Transportation office and services



# *Quality of Life (QL)*

## *Areas of Consideration (C)*

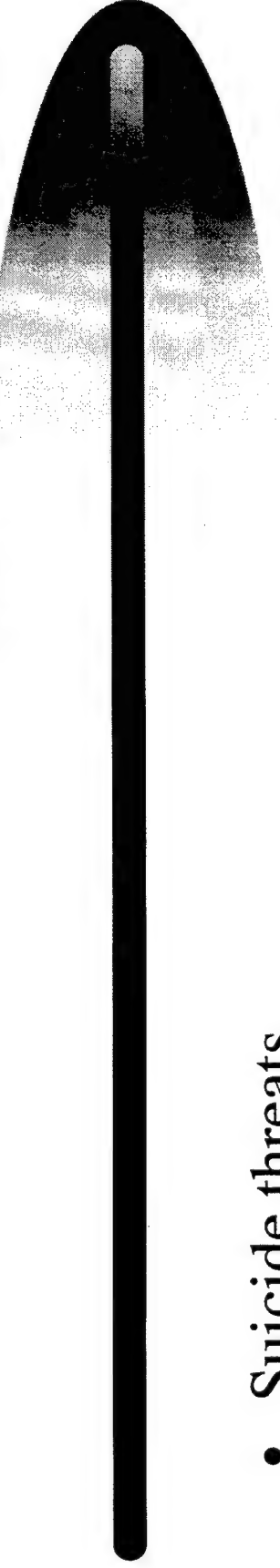
### EO/Military:

- Sexual harassment
- Discrimination
- Acts of prejudice

### Military:

- Training
- Duties
- General quality of life

# *Serious Issues*



- Suicide threats
- Sexual assaults
- Sexual harassment
- Misconduct
- Student depression
- Fraternization

# Overall Mean Rating

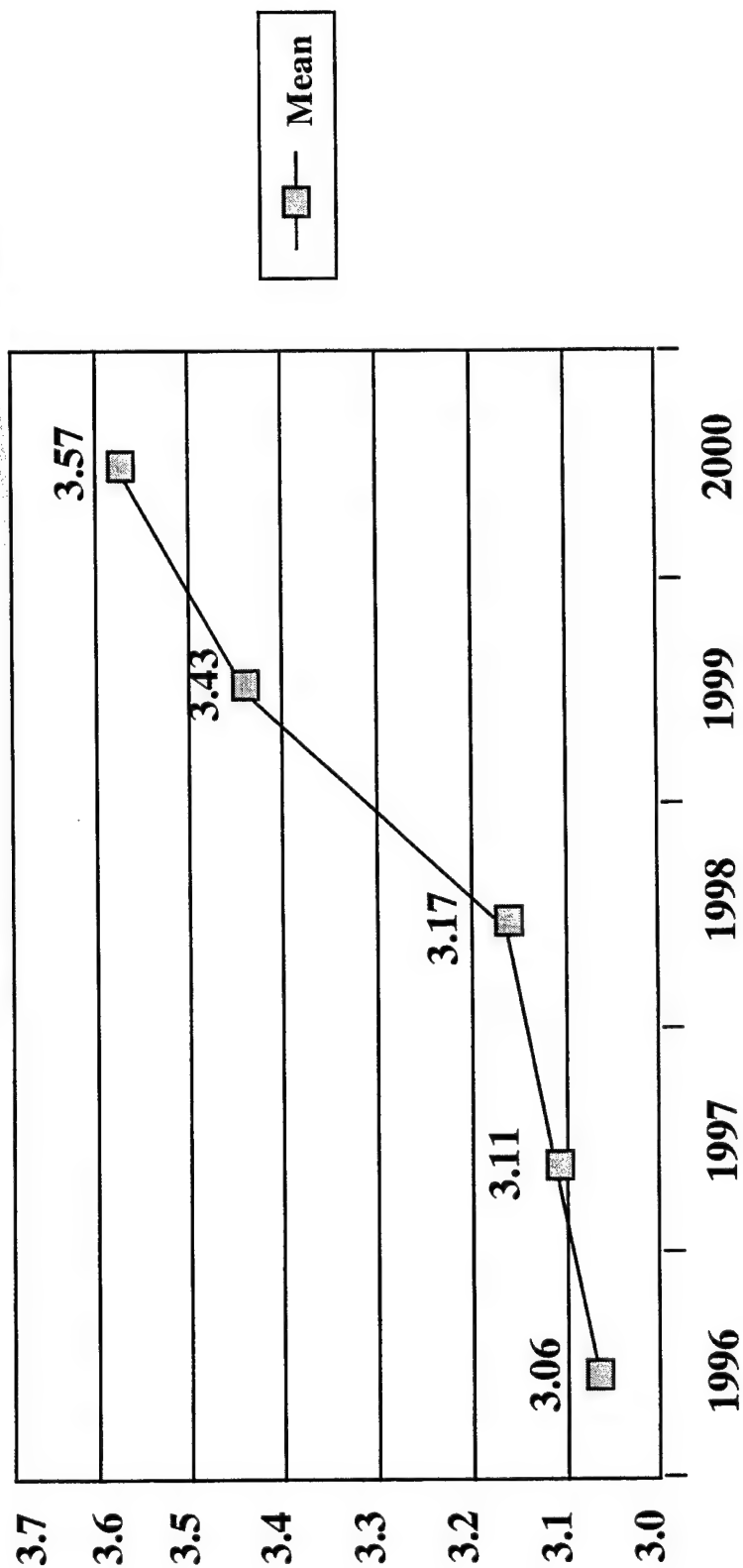
All Questions

1 January 2000 – 31 December 2000

	Teachers Rated	Number of Respondents	Mean
• Asian I	76	258	3.58
• Asian II	84	254	3.57
• Russian I	91	324	3.57
• Russian II	111	319	3.57
• Middle East I	74	233	3.54
• Middle East II	73	244	3.50
• European/Latin American	85	429	3.57
• Overall DLI	594	2061	3.57

# Instructor Evaluation

594 Instructors - (1996-2000)



**TEACHER EFFECTIVENESS ANALYSIS**  
**AS OF: 17 August 2001**

<u>SCHOOL</u>	<u>INSTRUCTOR MEAN (Jan 2000 – Dec 2000)</u>	<u>INSTRUCTOR MEAN (Jan 2001 – Jun 2001)</u>	<u>DELTA</u>
SAA	3.58	3.63	0.05
SAB	3.57	3.56	0.01-
SEA	3.57	3.64	0.07
SEB	3.57	3.60	0.03
SMA	3.54	3.43	0.11-
SMB	3.50	3.67	0.17
SWL	3.57	3.63	0.06
<b>DLI OVERALL MEAN:</b>	3.57	3.58	0.01

# TEACHER EFFECTIVENESS ANALYSIS

1 January 2001 - 30 June 2001

<u>SCHOOL</u>	<u>LANGUAGE</u>	<u>INSTRUCTOR MEAN</u>	<u>MLI MEAN</u>
SAA	CM	3.63	3.67
SAA	JA	3.76	0
SAA	TA	3.24	0
SAA	TH	3.73	0
SAA	VN	3.61	0
SAB	KP	3.57	3.84
SEA	RU	3.64	3.55
SEA	SC	3.63	3.67
SEB	RU	3.56	3.76
SEB	PF	3.60	3.46
SMA	AD	3.36	3.72
SMA	GR	4.00	0
SMA	HE	3.52	0
SMA	TU	3.21	0
SMB	AD	3.67	0
SWL	GM	3.65	0
SWL	FR	3.71	0
SWL	JT	3.97	0
SWL	PY	3.49	0
SWL	PL	0	0
SWL	CX	3.98	0
SWL	QB	3.55	3.50

DLI OVERALL MEAN: 3.58

## NOTE:

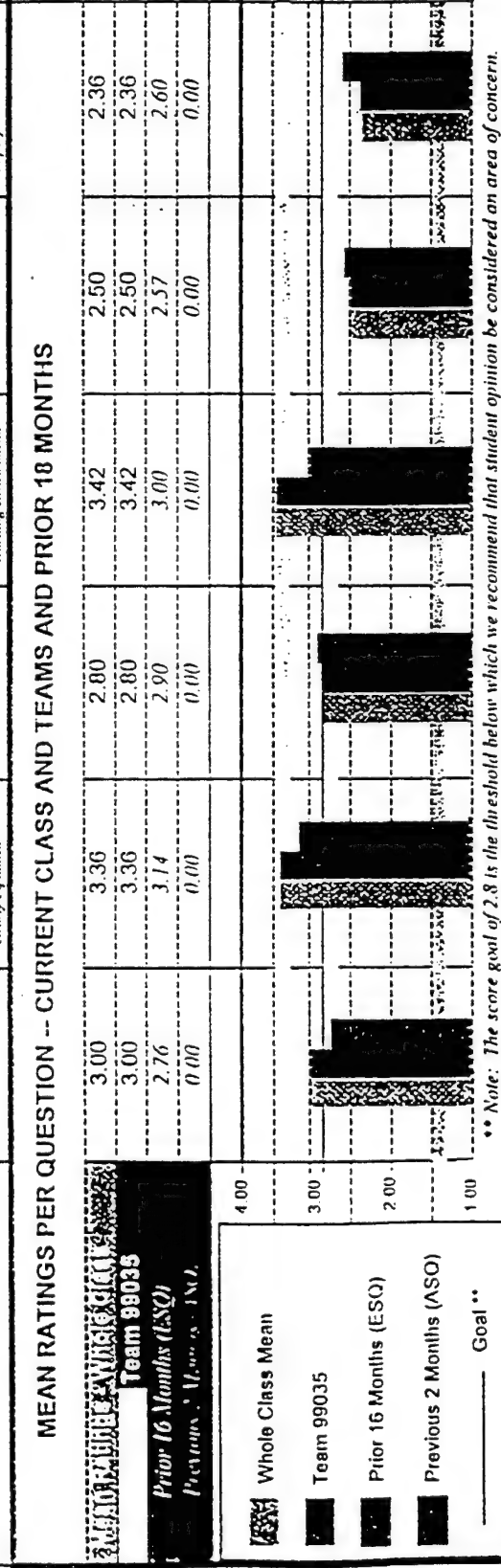
0 - NO CURRENT DATA

ESQ Program Evaluation (PE) Questions for PF Basic Course 21501PF00200

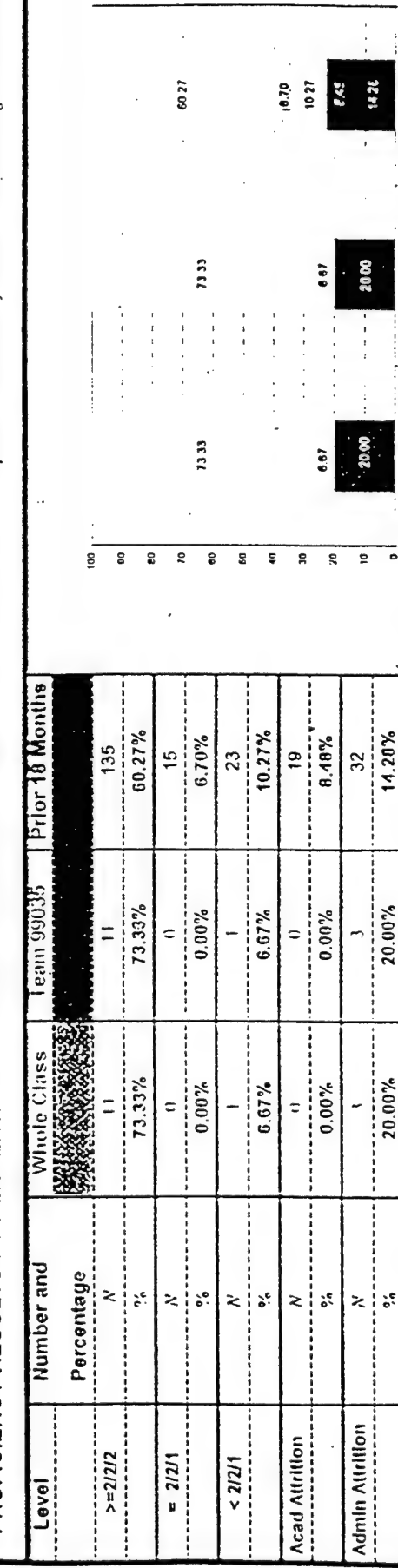
Team 99035 -- SEB School -- Graduation Date: 14 December 2000\*

\* Note: This report covers the  
the PE questions that ESE  
considers to be the established  
key indices of students'  
satisfaction with their program.  
See the by-team ESQ reports for  
data on all ESQ questions.

Question Number	2	3	4	5	6	16
Question Contents	The overall instructional program was well organized	The overall program goals and related requirements were clearly explained	Grading standards were fair	The way this team worked together fostered an effective learning environment	The official test materials were useful	The tests were a good measure of my knowledge, understanding, or ability to perform



PROFICIENCY RESULTS BY PERCENTAGE - CURRENT CLASS AND TEAMS AND HISTORICAL -- Population -- students newly enrolled and recycled who graduated or attrited



Team 99035

Prior 18 Months

Graph Legend:	>=2/2/2	= 2/2/1	<2/2/1	Academic Attrition	Administrative Attrition
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Note: This analysis is provided by the DLIFLC Evaluation Division. It highlights the student opinions expressed in the written comments of one graduating class for key ESQ Program Evaluation questions. It is meant to help identify opinion trends and gauge progress in the program.

Analysis of ESQ comments from class 21501PF00200 – Graduation date 14 DEC 00

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**Q2: The overall instructional program was well organized.** Of the twelve students taking the ESQ, the four students who wrote no comments rated this item at 3.25 for team 99035. The eight students who wrote comments rated it at 2.88. Three wrote that the constant changing of the instructors disorganized the instructional program. Three students wrote that the instructional program was disjointed and confusing. Another student wrote that the course could be improved. One student mentioned that Dr. Sultani was a good addition to the team and assisted in the overall communication among the members of the team.

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**Q3: The overall program goals and related requirements were clearly explained.** The ten students who wrote no comments rated this item at 3.33 for team 99035. The two students who wrote comments rated it at 3.50. Both students wrote that they knew what the requirements and goals were.

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**Q4: Grading standards were fair.** The five students who wrote no comments rated this item at 3.50 for team 99035. The seven students who wrote comments rated it at 2.25. Three students wrote that the grading standards were inconsistent and unfair. Two students wrote that the tests were good, but that the DLPT was not valid. Two others wrote that the test were difficult but fair.

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**Q5: The way this team worked together fostered an effective learning environment.** The five students who wrote no comments rated this item at 3.60 for team 99035. The seven students who wrote comments rated it at 3.29. Two wrote that the team did not work together and were not communicating among themselves. Five wrote that the team was working together.

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**Q6: The official text materials were useful.** All twelve students wrote comments and rated it at 2.5 for team 99035. Seven students wrote that the books were outdated and ineffective. Two students wrote that the text materials were helpful but that they needed to be updated. Two students wrote that the dictionary and the newspapers were helpful. Another wrote that a vocabulary list would be helpful.

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**Q16: The tests were a good measure of my knowledge, understanding, or ability to perform.** The five students who wrote no comments rated this item at 3.25 for team 99035. The seven students who wrote comments rated this item at 1.86. Four students wrote that the DLPT were in need of revision and not very useful. Three others wrote that the tests were good measures of ability, knowledge, and understanding.

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**CONCLUSION:** A majority of the students thought that the requirements of the course were clearly outlined, the instructors were working together, and the text materials were helpful. A minority of the students perceived the organization of the course to be in need of revision and the text were outdated.



*Workshop on Attrition*  
**GUIDANCE FOR PANEL LEADERS**

1. The purpose of the panels is to allow for workshop participants to share and discuss their ideas about a particular topic area and then formulate recommendations based on those ideas that should lead to reducing student attrition. It is expected that the personal, small group discussions will bring out the widest set of ideas, that these ideas can be assessed and compared in some detail, and that the most promising ideas can be organized and prioritized for presentation to the workshop as a whole.
2. The role of the panel leader is to work with the other panel members to bring out their ideas and recommendations, to help the panel keep a focus on assessing and comparing the ideas (not the panel members who proposed them), and to lead the process of organizing and prioritizing the panel output for presentation to the wider workshop. The panel leader or his delegate will be responsible for presenting the panel output to the workshop as a whole on Friday.
3. To assist the panel leaders in getting discussion moving, a series of sample issues or questions will be provided to them. These samples are only meant to be suggestive of some of the types of questions or issues that the panel might discuss. At the start of the panel meeting, it is probably better to encourage ideas and discussion without a lot of criticism or evaluation. After a number of ideas are presented, they can then be whittled down to the best ones. Given the time available, panel leaders will probably find it more productive to go into a few key issues in depth rather than try to cover so many that there is only time for a superficial treatment of each one.
4. The panel leader may want to ask for the help of other panel members to write down ideas discussed on the large white (butcher) paper sheets provided so that all can see, to assist in preparing the transparencies to be used in presenting the panel output, and to help in the output presentation itself.
5. The workshop support contractor, TRW, will be collecting the transparencies and butcher paper sheets at the end of the workshop for use in compiling the proceedings of the workshop. TRW may be contacting the panel leaders later for help in reading or interpreting the paper sheets or transparencies.

## **Panel Issues & Recommendations**

**Panel A:**  
**DLIFLC Policy & Administration Issues**

**Included Subtopics.** Selection, academic pace, amount of classroom time versus non-class time, teacher/student ratios, re-cycling of students, management of student learning over the long class length, married students, support & transportation, recommendations to the military services, access to support facilities (medical, banking, daily life needs).

**Sample Issues.**

- (1) What can DLI do to help better inform recruiters so that they can provide realistic student expectations and not mislead students as to their choices (including choice of language) and consequences?
- (2) How, with the schools and military units, should DLI institutionalize the measurement/accounting of attrition (e.g., tracking actual individuals and what happened to them over time)?
- (3) How can DLI facilitate coordination between the military units, schools, and support facilities (e.g., so that support facility “business” hours mesh with student access to them and so that students don’t have to prepare for inspections the night before tests)?

## **Panel Briefing**

### **1. How may we better man the Schools with MLIs?**

Recommendation: Staff a paper to support an increase in MLIs.

POC: MLIMO

### **2. Under what circumstances should we recycle a student?**

Recommendation: Consider grades, attitude, and potential of student with much weight given to Teaching Team leader/MLI assessments.

POC: MLIMO

### **3. How may we better inform recruiters about the linguistic field?**

Recommendation: Provide recruiters with videos, web page, internet and pamphlets at all recruiting districts.

POC: PAO & service unit career counselors.

### **4. What measurement device should we use to better assign students a specific language?**

Recommendation: Conduct a study on cost effectiveness of raising DLAB minimum qualifying scores, or of developing another system of measurement to decrease attrition.

POC: Research Division.

### **5. How may we make learning more conducive for students?**

Recommendation: Improve medical support and quality of food for students.

POC: Garrison Commander.

### **6. How may we improve curriculum development?**

Recommendation: Submit a prioritized list of curricula to TRADOC.

POC: Curriculum Development Division.

### **7. How may we better define and track attrition?**

Recommendation: Develop one system/set of terminology to track attrition.

POC: Research Division.

**Panel B:**  
**Military (non-Academic) Service Member Interaction Issues**

**Included Subtopics.** Housing & room assignment, study environment, military requirements conflicting with study, preventing indiscipline, MLI use, training of class leaders, preventive counseling, language choice, MOS/training transfers, counting attrition by category.

**Sample Issues.**

- (1) How can the military units carry out their service requirements (e.g., soldierization) in ways that are more tailored to the students' academic situations and coordinated with academic events?
- (2) How can the military leaders reinforce student motivation to learn their languages?
- (3) How can military leaders alert academic instructors about problems or conditions facing a service member or class that might impact on student preparation/learning?

## **Panel Briefing**

**1. How can military units carry out their service requirements (e.g.: soldierization) in ways that are more tailored to the student's academic situations and coordinated with academic events?**

- Can we better time events requiring student advanced preparation (i.e., inspections)
  - B Co graduations Thursday PM
  - Can these be moved to Fri PM?
- Can we create a post wide (multi-service/multi-school) deconfliction process?
  - Possible TQM approach might help here?
- Can more effective casual management help?
- Can we better manage MLIs and PSGs to improve school – unit interaction?

**2. How can the military leaders reinforce student motivation to learn their languages?**

- Can we better describe student endstate?
  - Brief where likely assigned for occupational specialty, language
  - Career Nights (quarterly – Air Force initiative)
- Can we minimize Quality of Life distractors?
- Can we relook “immersion” as possible?
  - Examples: PT cadences in target languages, building signs
- Can MLIs receive additional training on how to be an MLI
  - Military perspective with regard to unit interaction versus
  - Civilian ICC perspective with regard to language teaching

**3. How can military leaders alert academic instructors about problems or conditions facing a service member or class that might impact on student preparation?**

- Can we make “PTA” school / unit meetings more periodic and mandatory?
  - These now vary widely between schools
  - Most successful schools seem to have greater frequency
- Can we better communicate unit screening of personal problems reference individual SSAMs?
- Can email be used more effectively?

**4. How can military leaders stay better informed about school issues? Are teachers holding back information on problem students for fear of “hurting” the students?**

- This seems to be a widespread unit perception.
- May be associated with teaching team fear of looking bad in terms of drop/recycle rates.
- Can we make better use of (student) class leadership to accomplish this mission requirement?

**5. How can class leaders be trained to most effectively lead their classes in the classroom?**

**6. How can civilian instructors be best trained to document / manage student discipline issues?** Develop a Faculty Professional Development course focused on military, versus instructional, topics

- Student discipline
- Role of class leaders
- Military / civilian roles and responsibilities, at units and schools
- Nature of IET, trainee status

- Etc.
- Annual “POSH” type all hands refresher training in these subjects
  - Video presentation may be best format

**7. In view of Navy and USMC models, can Army and USAF student language assignment process be improved? Can process be put at DLI versus elsewhere?**

- Can DLI be proponent location?
- Alternately, can DLI be granted more flexibility in adjusting language assignments?
  - A Process Action Team (PAT) may help.
- Can analysis of DLAB data part scores help determine possible specific language success / failure?
  - e.g., failure to recognize inflection changes may indicate trouble with listening ability in tonal language (Chinese, Vietnamese)

**8. How can Army service-specific non-language Army MLI training distractors best be minimized? How can we increase MLI availability to students? Add more manpower to dilute pain**

- TDA management issue: CINCOS change in NCO structure downgraded 97E SSG MLIs to SPC rank!
- Can any taskings be eliminated?
- Can Reserve linguists (IRR?) do AT or monthly drills here as adjunct MLIs?
  - May lack language experience
  - Inherent training challenges (ICC)
- Can Reserve personnel perform other post missions?
- Would better casual management help?

**9. How can military unit counseling be improved? All services differ**

- Improve unit / school and school / unit feedback – feedforward
- Unit “tagging” of relanguaged students – inform new school what problems were (i.e., listening, reading, grammar, etc.)
- Academic Review Board feedback to schools formalized
- Directed Study Plans passed on to teaching teams to maximize focus

**10. We recommend standing up an installation-wide faculty-cadre introductory training course for all permanent party (military/civ) arrivals to DLIFLC** Introduction to four services IET process / foci

- Expected roles of class leadership
- “Rules of Engagement” with regard to IETers, careerists
- Military customs and courtesies at POM
- Unit / school house relationships
- Etc.
- Set the standard for ALL from the very start

**Panel C:**  
**Academic – Teaching Issues**

**Included Subtopics.** Department-student & teacher-student interactions and techniques, discipline in class, boredom over time, cultural biases.

**Sample Issues.**

- (1) How can teachers be given more freedom within a good course structure to tailor instruction to the particular students in a class?
- (2) How can teachers tailor instruction when students have large differences in their abilities, pre-DLI preparation level, or learning styles?
- (3) What training of teachers will help them handle students who act up in class or to avoid favoring one kind of student (male/female, old/young, new/rolled back)?



## **Panel Briefing**

### **Teacher's Teaching & Communication Skills**

- Create a long-term T development program for experienced teachers in partnership with schools
- Peer observation & feedback
- Video stimulated recall
- Teacher mentor
- Enforce ICC certification process
- More dialog on teaching methodology
- T training in another language

### **Teacher's Counseling Skills**

- Create a learning center at DLI
- Create academic advisor position in every school
- Academic Counseling workshop & semester-long course

### **Management of the Curriculum**

- Flexibility & academic freedom
- Schedules focus on objectives
- Block scheduling
- Time management training
- Effective FL teaching for chairs

### **Testing**

- Resourcing for departmental tests
- Alternative assessments
- Training in test development

### **Alternative Assistance to Students**

- Create learning center
- Hire full-time counselor in each school

**Panel D:**  
**Student Learning & Peer Interaction Issues**

**Included Subtopics.** Study groups, peer teaching, manners, support, language learning skills, self-assessment and monitoring.

**Sample Issues.**

- (1) How can we prepare students better at the start (e.g., teaching them ways to learn a language—analytic and rote practice, giving them realistic expectations, teaching time and stress management, informing them on how to stay out of trouble and its consequences, identifying preferred learning styles)?
- (2) How can peers/classmates help more (e.g., study groups for some, tutoring, speaking outside of class, motivating each other to do well, class etiquette) without limitations (e.g., by rules on barracks visitation or fraternization, roommate assignments)?
- (3) How can we prepare students to learn better self-monitoring (e.g., know when/how to get help, learn how to self-motivate, build greater self-discipline, build support)?

## Panel Briefing

- Problem I:** Some students do not take active responsibility for learning the language. They have an expectation that they can learn it passively, like watching TV.
- Solution:**
1. Make the expectation that the student will take an active role clear on in-processing.
  2. Teachers and unit personnel should continually reinforce the ideas that:
    - a. The student is the first to know he/she is in trouble.
    - b. The MLIs, teachers, and some peers are able to help – ask them for assistance.
- Problem II:** Some students are not aware of their own learning preferences, strengths, and weaknesses. They lack strategies to make best use of their strengths, or to compensate when the task does not match their strengths. Some lack specific useful background. Some lack study skills. Some do not self-evaluate appropriately. Smart Start addresses some of these issues – but many students are not exposed to this training.
- Solution:** Schools can give orientations that address these issues to students throughout the course.
- Problem III:** Some students do not make use of each other as sources of strategies, or as resources for learning. Current unit-based student tutoring programs (which seem to be effective) are not systematized or resourced enough to be available to all students.
- Solution:**
1. Make use of post-grads still at DLI to tutor students. The unit and school have joint responsibilities to make this work; the CMLI is the link.
  2. Renew previously developed job aids for tutors; develop new ones as needed.
  3. Provide training for tutors.
  4. Use some class time to share learning strategies among students.
  5. Unit peer tutoring programs must be coordinated with school-based tutoring programs. The CMLI is again the link.
- Problem IV:** Some students do not always behave appropriately in class.
- Solution:**
1. Teachers, Section Leaders and Class Leaders should take the initiative to be sure the classroom environment facilitates learning.
  2. The leaders and teachers should be trained in these responsibilities and rights.

**Panel E**  
**Technology and Media Issues**

**Included Subtopics.** Computers and net-learning, differences in student computer skills, updating materials, TV, technology for studying in the students' own rooms, technology for sharing of information for coordination among the military, schools, and DLIFLC administration.

**Sample Issues.**

- (1) How can academic and non-academic components of DLI use technology to keep each better informed about each other's schedules and requirements and the whereabouts and status of students?
- (2) How can technology be better used for remedial or auxiliary instruction to help students or to add variety to class activities?
- (3) How can technology be used to assist recruiting and selection (e.g., web page with service component sections) or to keep students informed of upcoming events, changes, and activities?

## **Panel Briefing**

### **Overcoming Attrition Risk Factors**

- Leveraging modern technology is key to addressing the top attrition risk factors as indicated by this study.
  - Poor sound quality of audio tapes
  - Boredom and monotony of same classroom activities
  - Monotony of homework and busywork
  - Books that are not useful or out of date
  - Materials that are out of date, erroneous or in shortage
  - Bad habits and low motivation
  - Students at different language levels in same section

### **Top Factors that Help Language Learning**

- Leveraging modern technology is key to addressing the top factors that help language learning as indicated by this study.
  - Extra help and tutorials
  - Additional reading and listening practice in class
  - Foreign language TV, newspapers and videos
  - Learning history and culture relevant to language
  - Audio tapes
  - Opportunity to study independently on own
  - Books, workbooks (enhancing and augmenting)
  - Use of exercises in the language
  - Student motivation

### **Prioritized Problem Statements:**

1. If DLI fails to implement modern technologies at all levels in the resident instructional program, it will, in the long term, incur higher costs.
2. Lack of individual faculty/student readiness in basic computer skills (including use of Internet and CBT) is an impediment to multi-media-rich and highly motivational language instruction.
3. DLI faculty do not effectively utilize existing technology available at DLI to modernize delivery of instruction and increase learning options for students.
4. DLI does not make effective use of technology to promote its programs and recruit students.

**Matrix of Problems and Proposed Solutions**

<b>Problem Statement</b>	<b>Example</b>	<b>Proposed Solution</b>	<b>Responsible Organization</b>	<b>Proposed Timeframe</b>
If DLI fails to implement modern technologies at all levels in the resident instructional program, it will, in the long term, incur higher costs.	One multi-media computer in a classroom can replace TVs, VCRs, O.H. and slide projectors, tape players, etc., eliminate need for replacement of audiotapes, video tapes. Course materials can be made more readily available.	Form Tiger Team(s) to develop a technology modernization plan and then conduct a full Cost-Benefit Analysis.	Provost	Six months for training in digital labs using train-the-trainer concept.  Twelve months for computer and Internet training.
Lack of individual faculty/student readiness in basic computer skills (including use of Internet and CBT) is an impediment to multi-media-rich and highly motivational language instruction.	Too many faculty members are fearful of using computers. They have never used them and don't see any reason why they should in the future. Some students, for various reasons, have not had opportunities to learn basic computer skills.	Incorporate into ICC and expand the range of technology training options for faculty as new technologies are adopted. Adopt training for use of digital labs. For students, incorporate basic computer skills in SmartStart.	Leadership provided by CFD with SCE and resident schools actively participating	Six months
DLI faculty do not effectively utilize existing technology available at DLI to modernize delivery of instruction and increase learning options for students.	Shortages of computers on some teaching teams. Some teachers fear the idea of cyberspace. Would rather use paper activities – fall back on old habits. Comfort-zone issue.	Teachers need to see how new technologies can help them save time in class preparation and provide more enriching and motivation activities for students.	CFD and schools	Implement immediately
DLI does not make effective use of technology to promote its programs and recruit students.	DLI has no marketing strategy to attract potential language learning candidates.	Putting more material on the web including SmartStart, supplemental material, class schedules and course outlines, college catalogue. Better marketing and public relations using DLI Website target students that demonstrate interest in language.	Provost, CFD, SCE, schools	Implement immediately

### **Integrating Panel Output:**

- A. Specific initiative assessment: High-Low Impact by High-Low Cost
- B. Specific phase of application (student learning and adjustment):
  - (1) Pre-instruction [e.g., realistic preview, language choice, time & stress management]
  - (2) Early (Day 1-60) [e.g., early diagnoses, handling military-academic conflicts]
  - (3) Later (Day 61 forward) [e.g., handling fatigue/boredom, variety in teaching, falling behind due to illness or personal problem]
  - (4) Re-orientation (Rollbacks, Re-languaged Students) [e.g., diagnosing difficulties, regaining momentum, handling the extended training time]
- C. Implementation and monitoring: Who will be in charge of a specific initiative, resourcing it if needed, monitoring progress, sharing lessons learned?

## **Integration of Recommendations**

Dr. Ray Clifford, Provost, DLIFLC



## **Integration of Recommendations**

### **Dr. Ray Clifford, Provost, DLIFLC**

Dr. Clifford divided the issues identified by the panels into two categories: Internal and External issues.

- ◆ External Issues:
  - ◆ Language-assignment process. (Services)
  - ◆ Minimum DLAB requirements.
  - ◆ Better MLI Staffing. (DFL Policy Committee)
  - ◆ Improving medical support. (Services)
- ◆ Internal Issues were further divided into three sub-categories: No cost, low cost, and high cost.
  - ◆ No Cost:
    - Schedules. Make them more flexible, state instructional objectives more clearly, possibly consider block scheduling to allow more time for each subject.
    - Provide teachers with more information on students. Feelings are mixed on this subject. Sometimes more information about a student can create biases in teachers (or at least the perception of biases).
    - Communication. Schools should provide information back to the units letting them know when tests will be held, etc. This could be handled via e-mail as well as regular personal contact.
    - Terminology. Streamline terms to mean the same thing (i.e., attrition, recycle, etc.).
  - ◆ Low Cost:
    - Faculty Training. Topics could include technology and teaching methods. People tend to teach the way they were taught. Progress is slow.
    - Better texts. Improve courses by migrating to an electronic format for easy updates to content.
    - Mandatory one-day annual MLI and teacher training. Can this be done in one day? Perhaps school by school.
    - Immersion. Always shows significant benefits, so why aren't we doing it more? Maybe we're trying to do too much at once. Maybe we should start small (e.g., count cadence in the subject language, using new Ft. Ord facilities as a temporary immersion environment for a few weeks).
    - Better PR materials. Expand DLIFLC website. Recruiters and recruits may benefit from two separate web servers which could deliver information separately.
    - Student training. There is no statistically significant difference in the graduation rate of those students who had the Smart Start/Head Start programs and those who didn't. However, this statistic doesn't necessarily measure the process (i.e., students who had the program may have found their language easier to complete). Perhaps we should try to tailor the English grammar instruction to whichever language the student will be studying.
    - High Cost:
      - Teacher re-certification.
      - Create a true learning center.

- Hire a professional academic adviser per school.
- Technology. Expansion/flexibility of student learning.

## Appendix A

### DLI Attrition Study Information Paper

January 31, 2001

1. **Study Issues.** Army linguists require long and expensive training. Each student who does not complete training is a recruiting burden and a substantial training loss that adds to the chronic shortage of linguists in the field. The key issues are whether DLI attrition mirrors the level for comparable Army MOSs and linguists from the other Services, whether it results from similar causes, and whether there are specific factors that might be controlled or corrected.

2. **Approach.** The Study will determine if DLI attrition is similar to that in relevant comparison groups and identify causal factors that might be controlled or corrected. The Study will compare DLI attrition for those in Army linguist training to attrition from the other Services and to attrition in selected other long-term, intensive training-educational programs. The Study will analyze the causes of attrition using past research, records, focus groups, and a panel of DLI students followed over the length of the study. Potential causes that will be considered include trainee characteristics, instructional factors, the school environment, and variables external to the DLI training such as perceived civilian opportunities, work situations, and career intentions. Selection criteria for the linguist program will be looked at. Study findings will be presented to a representative group of stakeholders in a workshop that will prepare recommendations to improve the selection, training, and management of linguists. The product will be a proposed set of actions or interventions to reduce DLI attrition.

3. **Schedule.** The Study is a one-year effort beginning in October 2000 with initial group interviews. They will be followed by group interviews and questionnaires in January, April, and June-July 2001. A workshop to present the findings and to recommend actions or interventions will be held in Monterey in August 2001, with reports due in September.

4. **Points of Contact.** This TRADOC sponsored Study is being carried out by the U.S. Army Research Institute (ARI), with contract support from TRW and participation by the Research & Analysis Division, Directorate of Evaluation and Standardization, DLIFLC.

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TRW POC: Bree Whelan, (831) 642-6910, [bree.whelan@trw.com](mailto:bree.whelan@trw.com)

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TRADOC POC: Susan Schoeppler, DSN 680-5605, [schoepps@monroe.army.mil](mailto:schoepps@monroe.army.mil)

## Appendix B

26 October 2000  
Dr. Guy L. Siebold  
U.S. Army Research Institute  
DLI Completion/Attrition Study

### SOME MICRO-ISSUES AT DLI

The purpose of this document is to provide "hotwash"-type, immediate feedback to DLI leaders on issues identified in a set of small group interviews with students across 7 language classes. The students were mostly new to DLI so that their views and issues may not be representative of students who have been at DLI for a longer period. It is recognized that many, if not all, of these issues are not new to DLI and that the solutions may have already been tried or are not feasible for any number of good reasons. In many instances, I have used my words rather than the students' or have merged the comments of two or more students for the sake of connectivity or parsimony. The identification of issues and partial solutions are not a formal part of the DLI Completion/Attrition Study. Rather, they are offered as informal feedback in thanks for the excellent support that I have received in carrying out the larger study.

1. Up and Down the Hill. While most students liked being in the Monterey area (even if it was a bit touristy), especially if they had any substantial time at certain "inland" military posts, a number of students expressed a continuing problem of just getting around in the DLI community. They noted that going between their housing, support facilities (e.g., finance, healthcare), administrative areas, classrooms, and mess halls often left them, for example, with only 10 to 15 minutes for lunch, even with the help of the shuttle buses. *Safety Issue*: A female student noted the problem of having to go up the hill in the evening for mandatory study hall, then return down the hill at night by walking through the "spooky" woods because the buses had stopped running. Partial solution: This problem is tough because some of the obvious solutions (more busses; better co-location of facilities; more student parking by classrooms) require money (or space) that is not likely to be there. There may be some solution in trying to build in extra time between classes at lunch time, making box lunches an option, decentralizing the location of mandatory study halls, or providing incentives for carpooling, bicycles, or the giving/hitching of rides from bus stops among DLI personnel. Rules against new students riding in the cars of others might be relaxed if the ride is primarily for moving about the post between classes or for mandatory study halls.

2. Good as Gold. Most students seemed genuinely pleased with their teachers and the willingness of the teachers to bend over backwards to help them succeed. Indeed, many students felt that the teachers would perceive the failure of a student to learn as the fault of the teacher rather than the student. Nonetheless, since students vary by ability level and prior language experience (one student had 3 years of college training in the language being studied), many teachers/instructors seem to have difficulty trying to move the class along while keeping the slower learners from falling too far behind. There also appears to

be a problem dealing with unmotivated or unprepared students by the teachers. While most students seemed to like the team teaching approach where they could experience the different accents, perspectives, and teaching approaches, a few students felt that abrupt changes in teaching styles occasionally made things difficult or confusing as to what was wanted. Partial solution: If not done already, perhaps the topic of handling slow or problem students should be re-visited in near-future faculty meetings. In addition, it might be helpful if teaching teams discussed among themselves their teaching styles and how to smooth the transition from one teacher to the next as well as differences in their expectations that they have of the students.

3. Chaos in Scheduling. Some students indicated that they were concerned with what they perceived as excessive changes in schedules, particularly unit (non-class) schedules. Married students identified frequent changes in scheduling as a serious issue in coordinating activities and responsibilities with their spouses. Based on student comments, some language classes appeared to be much more organized than others. Partial solutions: a) obviously, it might be helpful to remind those that effect and affect schedules of the problems that frequent changes can cause, and b) it would probably be helpful to alert new students, especially any with spouses or dependents, that they should be prepared to expect such changes due to factors outside the control of their immediate instructors or supervisors.

4. Shortchanged. Several students were envious of those who were able to participate in Headstart and/or SMARTstart. They felt that they were at an initial disadvantage compared to those who participated in the programs and implied less confidence in their abilities to learn their language, although those completing the programs were less consistent in their praise for the programs. Also, some students felt disadvantaged compared to fellow students (ringers) that had either prior formal training in the language, came from a culturally relevant background, or had been recycled (dead ringers) from later in the same course. In a different context, several students commented about the poor quality of instructional materials—audio tapes that were too worn to hear, lack of books and learning aids that matched, dictionaries they couldn't read, etc. Partial solutions: a) consider expanding access to Headstart and SMART start, including internet versions available through the DLI web page, which has been seen as skimpy; b) have instructors assure students that, while some have come to the class with some advanced preparation, the instruction is designed to give all students a full opportunity to succeed in their training; c) identify and assess what aspects of the programs (e.g., a better understanding of the components of grammar) are particularly helpful to all or certain kinds of students (e.g., those with limited knowledge of the structure of their native language) in progressing through their DLI training, and insert some training in those aspects in the regular course, and d) suggest to instructors that they try to avoid giving students who are better prepared (through pre-DLI training) all the hard questions or looking for them too often when no one else seems to know the answer (as in becoming "teacher's pet"). Presumably the upgrading of instructional material is a matter of time and adequate funding.

5. Original Sin. There was a perception among some students, particularly Army, that they were being overcontrolled, especially after classes started. They felt, in essence, that they were presumed guilty (of probably failing or misbehaving) until they could prove

their innocence by succeeding in the program and staying out of trouble. The students didn't mind the restrictions and military duties before classes started but felt that the restrictions interfered with their ability to study and optimally manage their time. The mandatory study halls were seen by many as dysfunctional. In some cases, the study halls were too noisy or in poor rooms so that the environments were not conducive to studying. Some students saw the mandatory study halls as inefficient because they had to waste time getting to and from the study halls and were forced into study time when the study hall was scheduled as opposed to when they were ready to study. In essence, the issue boils down to DLI and service positions on developing internal versus external motivation and discipline in their students. Partial Solution: It might prove helpful to re-look at the formal requirements on students during the early phases, in conjunction with unit commanders, and compare the experiences across the services to determine again what constraints to put on the new service-member students at what time in their studies. Also, it may be useful to take a look at what goes on in the mandatory study halls and the physical status of the study halls in the process of looking at to what extent and for whom they should be mandatory.

6. Two Masters. While most students seem to view their non-academic military leaders as supportive of their language training, many students, especially Army, feel that there are so many military demands placed on them (up to 50% of their time) that it detracts from their ability to learn their language. In particular, the competing demands for student time result in their loss of sleep and loss of time for studying, eating, and attending to personal matters or appointments. For example, mandatory study hall from 1900-2100 hours prevents students from optimizing/managing their time from end of class to bed time and is required of all students in the early phase regardless of academic progress. The requirement to wear uniforms, while reminding students that they are in the military during study hall, also increases the need for additional cleaning and pressing of uniforms. Mandatory study hall also makes it difficult to prepare for room inspections without losing sleep. Some Navy and Air Force students remarked that they noticed how sleepy many of the Army students are in class. Mandatory morning PT, regardless of physical conditioning level, again takes away from students their ability to manage their time, including study and sleep plans. In short, the students often feel caught between two masters and the answer to the question of which takes precedence—being a student or being a service member. While losing sleep and facing extensive physical training may prepare students for the “real” world and force better time management by students, one might ask to what extent that should drive activities during language training. Partial solution: It would be easy to recommend that the academic and military unit sides of DLI look at issues less in terms of whose “turf” or responsibility is involved and more in terms of what the impact will be on the students and their ability to achieve their primary task of gaining language proficiency, but of course the academic and military unit sides are already, for the most part, doing that. Perhaps what is needed is for more fine-grained information (e.g., via DLI experiments or interviews) or detail as to what the impact of a given issue is or might be on students.

7. One Size Fits All. Many of the micro-issues facing DLI and its students revolve around the approach of “one size fits all.” Obviously with a large number of students, languages, faculty, and services, there is a lot of individual variation or individual differences. For example, while many Army students complained about mandatory study

halls, a Navy student mentioned that he might like them, at least insofar as they forced mandatory study time. In contrast, an Army student was in very good shape and a member of a running team, yet was still forced to lose sleep to show up for mandatory morning PT. On the other hand, there are insufficient resources or time to allow every person (student or faculty) to be a prima donna or to allow the routines of DLI life to be organized at the individual rather than group level of optimization. Partial solution: It may be helpful to increase the use of waivers or placing out of some requirements where there are clear bases for doing so that the students can understand and find acceptable.

8. In Confinement. A number of students, especially those in classrooms in older buildings, complained of spending too much continuous time in the classrooms. They felt the rooms were often too small and poorly ventilated. While the students typically liked very much the small size classes and opportunity to concentrate their studies on learning a language (plus culture and geography), they experienced the many hours of continuous time in the classroom as "getting old" and conducive to nodding off. On a different slant, some students who were older and/or who had prior service felt they were confined to or locked in training status too long so that they couldn't get promoted while others not in language training were getting promoted ahead of them. In a different context, most students indicated that they appreciated being in the more relaxed atmosphere of DLI compared to basic training. Partial solution: Teachers may be given greater leeway in setting breaks in class and using out-of-classroom training occasionally. The addition of more multi-media instruction, when affordable and feasible, of course, might be helpful.

#### SUMMARY: Measure for Measure

It is not unimportant for the Department of Defense to recognize that the Defense Language Institute is a less-than-perfect unique treasure. There certainly will continue to be pressure to look at DLI, with industrial-age glasses, in terms of its input and rate of output (i.e., production) of language students per unit of time and within specified standards of product quality control. Nonetheless, one can quite usefully look at DLI through information-age lenses and measure its success like Dean Witter does investors, one student at a time. It is perhaps desirable that the measurement of DLI's success not be embroiled in the specious debates over whether learning a language at the 2 level is training or education or whether the service members are trainees or students. Rather, DLI success might better be measured in terms of whether there is continuous improvement and an openness to try new ideas while generally meeting its institutional training goals and other missions.



## Appendix C

19 January 2001  
Dr. Guy L. Siebold  
U.S. Army Research Institute  
DLI Completion/Attrition Study

### WHAT'S HELPING; WHAT'S NOT

The purpose of this document is to provide "hotwash"-type, immediate feedback to DLI leaders on factors identified that help students learn their language or that hinder students in their learning. The factors were brought out in a set of 8 small group interviews with a total of 55 students across 7 language classes. The students were mostly about two to five months into their language training at DLI so that their views and issues may not be representative of students who have been at DLI for a longer period. Further, there was a substantial amount of variation between the different language classes. It is recognized that many, if not all, of these factors are not new to DLI. This document is not a formal part of the DLI Completion/Attrition Study. Rather, it is offered as informal feedback in thanks for the excellent support that we have received for the larger study.

There are several themes that appeared throughout the interviews. One is that students said they would have liked better preparation for their language training, in the form of a SMART START type of program encompassing a review of English grammar, an overview of what to expect and how to succeed at DLI, and an introduction to their new language and relevant history and culture. Besides preparing the students better, it would also start them all on a more equal footing.

A second theme is the typically good teacher-student interactions. Most students seemed to like most instructors very much. Most students perceived their instructors as wanting and willing to help them with their learning as much as they can. In general, teachers and students seemed to be working together very well, and the contributions of the MLIs and peer-tutors appear to be enormously beneficial. Nonetheless, there was mention of the hindrance to learning caused by one or more ineffective teachers in a team, too frequent changes in teachers, shortage of MLIs, lack of coordination and consistency among teachers, occasional clash of teaching-learning styles (visual, aural, analytic, drill-oriented, etc.) between teachers and students, and learning problems when the teacher did not speak English well. Teachers were specifically cited for helping student learning by providing 1-on-1 instruction and extra help, giving valuable feedback to students, explaining language complexities, and spreading enthusiasm.

A third theme that came out concerning teaching materials. In general, students reported that they were helped to learn by notecards and flashcards, their audio tapes, books and work books, listening and computer labs, the internet, and media such as TV, newspapers, and videotapes. On the other hand, many reported they were hindered in their learning by the poor quality of the tapes, shortage of materials, out-of-date materials, poor quality books and workbooks, and lack of access to the materials and, for example, computer labs.



A fourth theme dealt with the classroom. Students cited the classroom as something that was usually very helpful to their learning but noted the lack of variety in activity caused boredom and a sense of monotony. They also felt that there was an abundance of busywork that detracted from their ability to study what they needed to. There were occasional problems reported with lack of student manners and negativism. In addition, many cited the physical properties of the classroom as hindering their learning, i.e., that classrooms were freezing or stuffy or dirty or too small for the size of class. Activities that were especially valued in the classroom were speaking and listening practice, grammar explanation, and various language exercises. In contrast, many felt that they were really helped by conversations in their language outside of class time with their fellow students or, if available, local native speakers such as those who spoke Spanish. While several students stated they liked the “immersion” training they were getting, they also said they would be helped by much more information on the history and culture of the countries where their language was spoken.

Fifth, many students still expressed concern over the degree to which their military obligations and responsibilities as well as PT interfered with the time and focus they needed for language training. Although most soldiers that were interviewed are now out of Bravo Company, several still expressed difficulty with getting enough sleep or being able to eat appropriately. Those still attending mandatory study halls found them dysfunctional. Also, the limitation on visitation by curfew hours in the barracks were seen as limiting the use of study groups and conversational practice.

## SUMMARY

It is clear that the overwhelming number of students in the interview group sample are succeeding in their language training thus far. Out of 57 students, only two have left—one due to a hardship discharge and the other due to failure to learn his language. The latter student apparently wanted to learn another language than the one he was assigned and may have fallen behind at the start until it was too late to catch up. He is changing to another MI MOS. In a larger view, it seems that while the DLI language training is working well, there is underlying tension between what have been called the teacher centric, curriculum centric, and learner centric models. This results in consequent tension between the teachers, administration groups, and the students. Many of the student comments appear to result from the stress and pace of language training which in turn causes students to want fewer military obligations, more efficient learning (i.e., more individualized study time, less busywork, smaller class size, and freedom to design their own study environment), and the opportunity to have a language program tailored to their specific strengths, weaknesses, and styles.

TOP FACTORS CITED BY STUDENTS  
AS HELPING THEM LEARN THEIR LANGUAGE OR WOULD HELP THEM

Teachers giving extra help, especially one-on-one	27
Speaking & listening in class	27
Conversation with peers outside of class	18
Foreign language TV, newspapers, videos	17
Teachers, in general	15
Learning history and culture relevant to language	15
Audio tapes	14
Help from student tutors or more advanced students	11
MLI help	10
The general "immersion" in a foreign language	10
Opportunity to study independently on own	9
Books, workbooks	9
Use of notecards and flashcards	8
Social support from peers	8
Explaining of grammar and complexities by teachers	7
Use of exercises in language	7
Feedback and corrections from teachers	6
Student motivation, will, or intelligence	6
Having different instructors in a team	5
Prior experience with learning a language	5

TOP FACTORS CITED BY STUDENTS  
AS HINDERING THEIR LANGUAGE LEARNING

Poor sound quality of audio tapes	21
Distractions and time for military responsibilities	20
Too rapid pace of class	20
Boredom, monotony of same old classroom activities	16
Homework that is too much or mostly busywork	13
Books that are not useful or out of date	9
Other materials that are out of date, erroneous, or in shortage	8
Teachers who are poor in English or can't answer questions	8
Section size that is often still too big	7
Classroom or lab too cold or noisy to concentrate	7
Personal bad habits or low motivation	7
Students who disturb class or show bad manners	6
Lack of adequate sleep	5
Bad or unmotivated teachers in team	5
Too many personnel changes in teaching team	5
Lack of coordination, consistency, or preparation of teachers	5
Students at different language levels in the same section	5

## Appendix D

5 April 2001  
Dr. Guy L. Siebold  
U.S. Army Research Institute  
DLI Completion/Attrition Study

### MOTIVATORS AND DE-MOTIVATORS

The purpose of this document is to provide "hotwash"-type, immediate feedback to DLI leaders on factors students identified as *motivators* that help increase the levels of effort and enthusiasm of students for learning their language or as *de-motivators* that decrease the levels of effort and enthusiasm in language learning. The factors were brought out in a set of interviews in 8 small groups ranging in size of from 2 to 7 students each, with a total of 44 students across 7 language classes at the time of this writing. One make-up interview is scheduled for later, this date. The students were mostly about five to eight months into their language training at DLI so that their views and issues may not be representative of students who have been at DLI for a much longer or shorter period. Further, there was variation between the different language classes. It is recognized that many, if not all, of these factors are not new to DLI. This document is not a formal part of the DLI Completion/Attrition Study. Rather, it is offered as informal feedback in thanks for the excellent support that we have received for the larger study.

There are several dimensions by which motivators and de-motivators can be categorized and analyzed. For example, one might categorize them as short-term, immediately gratifying, extrinsic, and material or, in comparison, as long-term, delayed-in-gratification, intrinsic, and non-material in nature. These motivators / de-motivators might be categorized as representing lost opportunities and fear of punishment or, in contrast, as anticipated benefits and hope of reward.

For the purposes of this document, an everyday, commonsense category system was used that was derived from the views of the students interviewed. Motivators are grouped into four clusters or factors categorized as pertaining to the Joy of Learning, People, Personal Psychology, or Career and Job topics. De-motivators are presented within three major categories. The first of these are items that cluster as part of the drag that perceived ineffective training has on motivation for students. They are listed under the Training Drag. The second of the categories includes items concerning students that form a drag on their motivation, listed as the Student Drag. The third category concerns the perceived drag due to the demands of the non-academic military and is labeled accordingly. It is recognized that these category schema are somewhat arbitrary and static descriptions of the phenomena. It is also apparent that, in reality, the motivators can work together to establish a dynamic, positive-momentum spiral of success, while the de-motivators can be joined together to develop a dynamic, downward spiral of failure.

Students were also asked to "list the five things that you would change to increase or sustain your motivation." As an interesting observation, almost all the items listed to increase or sustain their motivation consisted of the reverse image of the de-motivators

listed rather than an enhancement of a motivator or something new. This result may be primarily an artifact of the data collection instrument or, more likely, primarily a description of the students' thought processes. To these typically highly motivated students, the way to increase their level of motivation seems to be, from their perspective, to remove or reduce the impact of the de-motivators.

More specifically, the students listed 33 ways to increase motivation that were attempts to make training less in-efficient. These included suggestions to make training more tailored to the individual, elimination of what was seen as too much busywork or too much wasting of students' time, and the need for more emphasis on speaking and listening practice. Students suggested 25 times that the way to increase motivation was to reduce the number of poor teachers or poor teaching. For example, some of these students noted the absence of any incentives or public recognition of progress in their training. Rather, they often saw the classroom behavior of their teachers as demeaning to the students and punishment-centered rather than reward-oriented. 7 students wanted to increase motivation by the elimination of what they saw as obvious disorganization in their training, i.e., things were out of sync or inconsistent such as when test material didn't match classroom training or different teachers presented material or content that conflicted or was not related the way it should be. 19 students recommended increasing motivation by making more training or more teaching time available to them or by lengthening the course. And 18 students thought DLI could improve motivation by replacing old, poor, or missing training aides or materials with new, good ones.

## SUMMARY

It is clear that the forces of attrition are starting to noticeably influence the size of the classes that are being studied. For example, in January 2001, only two students in the interview group sample of 57 had left their original classes. By this informal April report, apparently 12 students were lost from the 57. According to the students, the attrition of some of their classmates did not affect their own motivation, unless an attrited student was a personal study partner or seen as treated unfairly. In a larger view, it seems that while the DLI language training is working well, there is increasing tension between what was labeled in my January hotwash report as the teacher centric, curriculum centric, and learner centric models. This results in consequent tension between the teachers, administration groups, and the students. Many of the student comments appear to result from the stress and pace of language training which in turn causes students to want fewer military obligations, more efficient learning (i.e., more individualized study time, less busywork, smaller class size, and freedom to design their own study environment), more organized and effective training, and the opportunity to have a language program tailored to their specific strengths, weaknesses, and styles.

TOP MOTIVATORS CITED BY 44 DLI STUDENTS  
Interviews April 2001

<u>Joy of Learning Factors</u>	<u>Cites</u>
Desire to Learn Language & Culture	27
Joy of Learning, Generally	14
Spiral of Positive Learning Experiences	10
DLI Learning Environment & Culture	5
 <u>People Factors</u>	
Good, Enthusiastic Teachers & MLIs	25
Supportive Family and Friends	13
Supportive Peers to Learn Together With	8
 <u>Personal Psychology Factors</u>	
Pride in Doing Well, Competitiveness	22
Desire to Move On, Leave DLI	21
Fear of Failure, Punishment	9
Sense of Duty, Following Orders	8
 <u>Career and Job Factors</u>	
Future Military or Civilian Job Opportunities	20
Pay and Bonuses—Present and Future	9
Future Orders/Assignments	5

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Note. 5 cites required as a minimum.

**TOP DE-MOTIVATORS CITED BY 44 DLI STUDENTS**  
Interviews April 2001

<u>The Training Drag</u>	<u>Cites</u>
Poor Teachers, Poor Teaching, Poor Materials	36
Inefficient Training	31
Disorganized Training	15
Shortage of Training, Teachers, or Good Materials	7
Lack of Student Choice in Content or Materials	5
 <u>The Student Drag</u>	
Self Limitations, Burnout, Boredom, Stress	34
Misbehavior of Fellow Students	8
Do Not Want or Like the Language	6
Missed Opportunities for Social Interaction & Activities	5
 <u>The Military (Non-Academic) Drag</u>	
Time and Energy Costs of Military Duties	16
Military Lifestyle	5
Lack of Military Support	5

## Appendix E

26 July 2001  
Dr. Guy L. Siebold  
U.S. Army Research Institute  
DLI Completion/Attrition Study

### STUDENT VIEWS ON ATTRITION

The purpose of this document is to provide "hotwash"-type, immediate feedback to DLI leaders on factors students identified that cause some students NOT to succeed in their initial language training at DLIFLC, factors that helped the students themselves to succeed in their language training, and factors that DLIFLC could improve to reduce language student attrition. The factors were brought out in a set of interviews in 6 small groups ranging in size of from 3 to 7 students each, with a total of 32 students across 6 language classes. The students were between nine to eleven months into their language training at DLI so that their views and issues may not be representative of students who have been at DLI for a much longer or shorter period. Further, there was variation between the different language classes. It is recognized that many, if not all, of these factors are not new to DLI. This document is not a formal part of the DLI Completion/Attrition Study. Rather, it is offered as informal feedback in thanks for the excellent support that we have received for the larger study.

The students were asked specifically to list on a sheet of paper: a) the top three things that seem to cause some students NOT to succeed in their initial language training at the DLIFLC, b) the three main things that have helped them succeed in their language training at DLIFLC thus far, and c) three things that DLIFLC could do to reduce language student attrition. The student responses reflected several themes that showed up in earlier interviews concerning things that helped or hindered their learning and things that motivated or de-motivated them to learn their language. For example, in describing what factors helped them to succeed, the students listed internal motivation (pride, will, refusing to fail), intrinsic motivation (liking their language, love of learning), short-term motivation (getting out of DLI, moving on), and extrinsic long-term motivation (future career opportunities, obtaining bonuses and pay increases). The students also listed what helped them in their learning (the good teachers, good MLIs, and variation and fun in classroom activities) or to overcome the difficulties of learning a language (time and stress management skills; support from family, friends, and classmates; and studying efficiently, an extra amount, or with others).

The students seemed to lay the responsibility for the failure of some students on the students themselves (lack of motivation or aptitude), the faculty (poor teaching or interactions with teachers), the difficulty of learning a language at DLI (pace and course length), and competing high demands on their time and energy by language learning and the military. There were also familiar themes in what the students suggested could be done to reduce student attrition. The most frequently cited improvement was for the military units to reduce their conflicting demands by coordinating/communicating better with the school house (don't give inspections the night before tests) and recognizing that

students are in an extended training status and should not be treated throughout their DLI training like an immature new service member just out of initial entry training. An interesting suggestion was for the teachers to become more sensitive to the fact that the students were different people with individual styles and optimal modes for learning, in need of positive reinforcement besides being told what they did wrong, and desiring specific goals and rewards within their training. In parallel with this, several students suggested the need for substantial training in how to learn, study, and manage time and stress. Of course, the students identified well known problems to be improved upon such as the rapid pace and extended length of the course, the need for better learning materials (books, tapes, TV, and other media), the desirability of greater variety in classroom activity and outside learning opportunities (e.g., visiting local foreign language communities), greater availability of help from MLIs and tutors, and improved and more organized teaching, including giving more power to the good teachers to adapt instruction to the specific needs of their students rather than slavishly follow the department-dictated program of instruction.

## SUMMARY

Clearly these results are only from the perspective of small groups of students and do not incorporate the views and experiences of the faculty, staff, and military leaders. However, the suggestions and views obtained in the interviews are not necessarily different from many of the faculty, staff, or military leaders, nor are they necessarily new. Of interest are the recurrent themes that occur in discussions with students on how to improve training and generally make things better. In particular there are continual references to competition for control over the students' time between the military units, the school house, and the students. Also there is tension between (what I labeled in earlier reports as) the teacher centric, curriculum centric, and learner centric models of instruction. This results in consequent tension between the teachers, administration groups, and the students. As a quote from my April hotwash report on motivators,

“Many of the student comments appear to result from the stress and pace of language training which in turn causes students to want fewer military obligations, more efficient learning (i.e., more individualized study time, less busywork, smaller class size, and freedom to design their own study environment), more organized and effective training, and the opportunity to have a language program tailored to their specific strengths, weaknesses, and styles.”



THINGS CITED BY 32 DLIFLC STUDENTS  
THAT CAUSE SOME STUDENTS NOT TO SUCCEED IN LANGUAGE TRAINING  
Interviews July 2001

<u>Factors Cited</u>	<u>Cites</u>
Lack of motivation, studying, or proper attitude	25
Length, pace, or difficulty of language course	17
Poor teaching or relations with teachers	15
Personal problems or outside distractions	11
Lack of student aptitude	10
Military obligations or conflicts with studying	8
Poor or outdated learning materials or equipment	6

Note. 5 cites required as a minimum.

THINGS CITED BY 32 DLIFLC STUDENTS  
THAT HELPED THEM TO SUCCEED IN LANGUAGE TRAINING  
Interviews July 2001

<u>Factors Cited</u>	<u>Cites</u>
Their motivation, pride, or competitiveness	19
Good teachers and extra help from them	11
Support from family, friends, and classmates	10
Skills at time and stress management	9
Future career opportunities and bonuses	8
Studying hard by self or with others	7
Help from MLIs or tutors	6
Wanting to learn and liking their language	6

Note. 5 cites required as a minimum.

THINGS CITED BY 32 DLIFLC STUDENTS  
THAT DLIFLC COULD DO TO REDUCE LANGUAGE STUDENT ATTRITION  
Interviews July 2001

<u>Factors Cited</u>	<u>Cites</u>
Reduce military conflicts and constraints	14
Slow the course pace, increase breaks	12
Increase sensitivity to individual student differences	10
Update and improve learning materials and equipment	9
Increase the variety and modes of teaching	8
Increase the help from MLIs and tutors	6
Provide better teaching and freedom to teachers	5

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Note. 5 cites required as a minimum.